DOCUMENT RESUME

ED 251 076 IR 050 898

TITLE Library Instruction. SPEC Kit 17.
INSTITUTION Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE Sep 77
NOTE 120p.
PUB TYPE Collected Works - General (020) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Academic Libraries; *Administrative Organization; Centralization; Decentralization; Higher Education; *Library Instruction; Library Surveys; Orientation Materials; *Program Descriptions; *Program Evaluation; Questionnaires; *Research Libraries

ABSTRACT

At the request of the Pennsylvania State University Library, the Office of Management Studies surveyed Association of Research Libraries (ARL) members requesting information and documentation illustrating the organization, nature, and level of the library instruction function at their institutions. A review of the responses from 64 of the 94 ARL libraries surveyed reveals that 64% maintain a formalized and centralized administrative pattern for library instruction with the responsibility allocated to a specific person and/or a committee, and 36% have decentralized library instruction activities that are assumed by staff on a more ad hoc basis. One objective of the survey was to review the effects that administrative patterns have on library instruction programs. The centralized and formalized pattern of administration appeared to be the one preferred among those libraries providing library instruction activities in main, branch campus, and departmental libraries. Additionally, activity appeared to be greater and more diverse among libraries with formal and centralized library instruction programs. An analysis of the library instruction survey is followed by 17 representative documents from ARL libraries. They include nine program descriptions, five program evaluations, and examples of instructional materials from three institutions. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

spec

April 1975

OMS
Systems and Procedures Exchange Center

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED251076

Library Instruction

Kit 17

REVISED SEPTEMBER 1977

IR050898

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Maxine Sitts

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Systems and Procedures Exchange Center (SPEC) is operated by the Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. Telephone (202) 232-8656.

spec flyer
No. 17 April 1975
OMS
Systems and Procedures Exchange Center

Updated September 1977 ISSN - 0160 - 3574

LIBRARY INSTRUCTION SURVEY RESULTS

Library instruction, although traditionally an integral part of academic library reference service, continues to raise difficult questions for library administrators. In recognizing a demonstrated need among users for a more formalized program of library instruction, administrators are confronted with a number of considerations, including potential instruction recipients, program design and format, assignment of responsibility, location of instruction, and extent of library resource commitment to library instruction for a maximum return in user competency and efficiency. The Office of Management Studies, at the request of The Pennsylvania State University Library and in an effort to inform academic and research libraries of the current state of library instruction, surveyed ARL libraries and requested information and documentation illustrating the organization, nature and level of the library instruction function.

Survey Results

A review of the results from 64 ARL libraries revealed that they fall into two broad categories--those that maintain a formalized and centralized administrative pattern for library instruction, denoted by allocation of responsibility to a specific person and/or a committee (64 percent of responding libraries) and those libraries where activities are decentralized and assumed by staff on a more ad hoc basis (36 percent of responding libraries). One objective of the survey was to review the effects that administrative patterns had on library instruction programs. The centralized and formalized pattern of library instruction administration appeared to be the preferred one among those libraries providing library instruction activities in main, branch campus and departmental libraries. Additionally, activity appeared to be greater and more diverse among those libraries with formal and centralized library instruction programs.

As staff responsible for library instruction, both individuals and committees assume a range of roles common among academic and research libraries. These usually include: participation in actual instruction; coordination of various activities; designing and recommending programs; and acting as liaisons between the teaching faculty and the library. Among those libraries where an individual is responsible for library instruction, contact with teaching faculty appears to be more intense than among those libraries relying on a library instruction committee. Additionally library instruction librarians tend to be more involved in the actual presentation of library instruction than library instruction committee members. The major responsibility for the committees appears to be the recommendation of new programs.

In most libraries, the type of personnel most frequently involved in library instruction activities are reference librarians. Undergraduate library librarians appear to be nearly as active, particularly in the formulation of library instruction policy, while departmental librarians are active in the actual presentation of library instruction. Additionally, it may be assumed that each of these types of librarians deals with a different type of clientele and program. The undergraduate librarians, more frequently in contact with lower classmen, would be involved with orientation programs and general bibliographic instruction, whereas the departmental librarian is concerned with more in-depth instruction and more specialized needs.

The Systems and Procedures Exchange Center (SPEC) is operated by the
Association of Research Libraries, Office of Management Studies,
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036. Telephone (202) 232-8656.

Trends in the Operational Aspects of Library Instruction

All of the responding libraries offer some degree of library instruction ranging in quantity and intensity from short library orientation tours to in-depth credit courses. Orientation programs, designed to introduce the new user to the library, generally describe available resources and when, how, and where these are accessible. They take the form of tours, handbooks, handouts, and in a number of cases utilize audio visual techniques, including cassette taped tours, enabling users to participate at individual convenience and pace. Computer-assisted and programmed instruction are also being tried on an experimental basis.

Library methods instruction programs generally assume one of three forms: general reference techniques involving a presentation on the use and organization of the card catalog, major indexes, and encyclopedia; bibliographies and bibliographic lectures ranging in scope from narrow current-interest topics to broad subject area coverage; and term paper clinics, featuring search tactics for initiating term papers, criteria for judging the utility of reference materials, and instruction on bibliographic style. A few responding libraries offer regular credit courses in library research methods.

Evaluation of programs appears to be one of the least formalized aspects of library instruction programs. User feedback tends to be random but questionnaires have been used with some success and in those cases where library instruction is a credit course, students' examinations provide another source of evaluation. However, a number of libraries viewed the area of evaluation as one that needed more development.

Many libraries have proposed a general up-grading and expansion of existing programs and recommendations for administrative changes include allocation of full-time responsibility to a specific person and/or the formation of an active library instruction committee. Better coordination of activities and the need to obtain a greater commitment and involvement from teaching faculty were other expressed needs.

The SPEC Kit on Library Instruction contains 18 documents, six of which were added in September 1977. They include nine program descriptions, five evaluations of programs, and three examples of instructional materials. The 114 page kit is available for $7.50 to ARL members and SPEC Subscribers and $15.00 to all others -- plus a $2.00 per order handling charge and an additional $3.00 billing charge if an invoice is required -- from the Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Ave., N.W., Washington, D. C., 20036.

ISSN 0160 - 3582

LIBRARY INSTRUCTION
KIT No. 17 APRIL 1975

REVISED AND UPDATED SEPTEMBER 1977
TABLE OF CONTENTS

Page

LIBRARY INSTRUCTION SURVEY ANALYSIS 1

PROGRAM DESCRIPTIONS

A Proposal to Establish a Program of Library Instruction Indiana University, Indiana University Libraries 16

Description of Library Instruction Program, University of North Carolina Library 35

*Orientation & Instruction at the University of Toronto 1976, University of Toronto Library 36

First Annual Progress Report to Council on Library Resources & the National Endowment for the Humanities, University of Colorado 39

*Teaching Research Methods in Freshman Composition, Eastern Michigan Universty 52

Instructional Services of the University Library, University of California, San Diego 56

*Brief Description of the Bibliographic Instruction Program, Harlan Hatcher Graduate Library, University of Michigan 59

*Orientation and Instructional Activity in the University of Connecticut Library, University of Connecticut 61

Term Paper Consultation, Stanford University 77

EVALUATION OF PROGRAMS

*Library Orientation Evaluation Form, University of Georgia 80

Orientation Slide Show Evaluation, Georgetown University 82

Library Posttest - English 101, Purdue University 84

Library 160 91

Evaluation of Library Instruction 99

*NEW DOCUMENT 9/77

LIBRARY INSTRUCTION SURVEY ANALYSIS

Prepared for: The Pennsylvania State University Library

By: Nancy I. Zeidner
SPEC Coordinator
Systems and Procedures Exchange Center
Association of Research Libraries
1527 New Hampshire Avenue, N. W.
Washington, D. C. 20036

April 1975

SEE ALSO: Library Use Instruction in Academic and Research Libraries,
ARL Management Supplement, Volume 5, Number 1, September 1977,
Office of Managment Studies ($5.00, prepaid).

TABLE OF CONTENTS

I. INTRODUCTION ... Page 1

II. ADMINISTRATIVE MODES FOR LIBRARY INSTRUCTION ACTIVITIES ... 3

III. CENTRALIZED AND FORMALIZED LIBRARY INSTRUCTION PROGRAM ADMINISTRATION ... 3

- A. Role of Personnel Involved in Library Instruction ... 3
- B. Nature of Staff Involvement in Library Instruction ... 6
- C. Types of Personnel Involved in Various Library Instruction Activities ... 7

IV. TRENDS IN OPERATIONAL ASPECTS OF LIBRARY INSTRUCTION ... 7

- A. Programs ... 7
- B. Orientation Programs ... 7
- C. Library Methods Instruction ... 10
  - 1. General Reference Technique ... 10
  - 2. Departmental or Discipline-Oriented Technique ... 10
  - 3. Term Paper Clinics ... 10
- D. Program Format ... 10

- F. Evaluation of Library Instruction Programs ... 13
- G. Promotion of Library Instruction Programs ... 14

I. INTRODUCTION

The library instruction survey was designed to collect information concerning library instruction activities in academic and research libraries. While the survey concentrated mostly on the administrative aspects of programs, an inquiry was also made into operational patterns. One of the major objectives was to investigate the influence that the library's major organizational and administrative patterns have on the administrative and operational mode of the library instruction programs. In this respect the following was examined: the existence of a separate undergraduate library and of library instruction programs occurring in branch campus and departmental libraries. The staff conducting library instruction programs and the dispersion and location of library instruction responsibility were also examined. In regards to the operational aspects of library instruction, the nature and format of programs was examined, as well as planned changes, innovations, problems encountered, and promotional and evaluation techniques.

The survey was sent to all ARL member libraries (94). Responses from 64 libraries were received in time for tabulation of results. Follow-up telephone calls were made to non-respondents, however, three questionnaires were received after tabulations were conducted and could not be included.

A preliminary analysis of the results revealed that responding libraries fall into two predominant groups--those that have either a person or committee with specific responsibility for library instruction and those libraries not allocating responsibility to either a person or a committee. Respondents were divided into two sample groups according to the above criteria. (Sample A includes those libraries falling into the former category and Sample B those falling into the latter.)

Table 1 describes in greater detail the distribution of libraries in this respect. Sample A is comprised of 35 libraries allocating responsibility to a person and 19 libraries allocating responsibility to a committee. Twelve of these libraries have both a person and a committee responsible for library instruction, making the total number of Sample A libraries 42. Sample B, composed of those libraries which did not indicate allocation of responsibility for library instruction to a person or to a committee, accounts for 34 percent of the total number of respondents, or 22 libraries.

Further analysis of the survey was approached with the hypothesis that allocation of library instruction responsibility to a person or committee implied a more centralized and formalized administrative pattern and that this aspect would have bearing on the intensity and quantity of library instruction activity. In almost all cases, activity seems to be proportionately greater among those libraries falling into Sample A, as will be described in the remaining sections of this analysis.

TABLE 1

METHODS OF ADMINISTERING LIBRARY INSTRUCTION PROGRAMS AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES

(Survey Item Number III.A. and B.) N=64

METHOD	NUMBER	PERCENTAGE
Institutions allocating library instruction responsibility to a specific person or persons	35	55
Institutions allocating library instruction responsibility to a committee	19	30
Institutions allocating library instruction responsibility to both a person and a committee	12	19
Institutions allocating library instruction responsibility to a person or persons and/or a committee (Sample A)	42	66
Institutions allocating library instruction responsibility to neither a person nor a committee (Sample B)	22	34

II. TRENDS IN ADMINISTRATIVE MODES FOR LIBRARY INSTRUCTION ACTIVITIES

With the great expansion of university populations and heightened concern with meeting student's and faculty's individual needs and convenience, many libraries have discovered the necessity to disperse activities throughout not only the library, but also the campus, and in some cases, the city and the state. In doing so, administrators are confronted with the question of whether to centralize or decentralize administration of these activities for more effective operation. Library instruction, as one of these activities, is also being reviewed in this light.

Table 2 was designed to describe current practice among academic and research libraries for dealing with this question of centralization in regards to library instruction. Various situations and locations of library instruction activities are listed across the top of the table. The figures in the table represent the number and portion of libraries operating under the various situations that maintain a formalized and centralized administrative pattern (Sample A) and those that do not (Sample B). As indicated by this data, libraries providing library instruction programs at branch campus libraries and departmental libraries have a tendency to opt for the centralized mode of library instruction administration, as do those libraries having a separate undergraduate library and those operating with all three. (See Table 2 on page 4.)

III. CENTRALIZED AND FORMALIZED LIBRARY INSTRUCTION PROGRAM ADMINISTRATION

So far established is that a majority of responding libraries (64 percent) centralize and formalize library instruction programs. A second trend is that in those libraries where library instruction is dispersed throughout a library system, the tendency again is to centralize and formalize library instruction administration. The following section describes the nature of this administrative mode.

Role of Personnel Involved in Library Instruction

Survey item numbers III.A.3 and III.B.2 were designed to determine the administrative roles of those people having responsibility for library instruction. Table 3, demonstrating and ranking the results of these survey items, indicates that a major role for library instruction committees is "recommendation of new programs," whereas the major role for the person responsible for library instruction activities is "participation in actual instruction." This role ranked sixth for committees. Coordination of various activities is ranked second and third for committees and persons, respectively. Comments also indicated that the coordination aspect of library instruction administration was major. Arranging for programs to be designed held fairly low ranking among both groups of libraries. Persons with library instruction responsibility appear to have more contact with teaching faculty than do committees, as reflected by the respective percentages of 77 and 63. Also mentioned in comments on these survey items was responsibility for writing proposals for new programs and funding for library instruction programs. (See Table 3 on page 5.)

TABLE 2

CENTRALIZATION AND DECENTRALIZATION TRENDS AMONG LIBRARIES DISPERSING ACTIVITIES THROUGHOUT LIBRARY SYSTEM

(Survey Items Numbers I.C., I.D., I.E., III.A., & III.B.)

SAMPLE GROUPS	No. & Percentage of Libraries without Separate Undergraduate Libraries, Branch Campuses, or Departmental Libraries Offering Library Instruction		No. & Percentage of Libraries Having a Separate Undergraduate Library		No. & Percentage of Libraries Having Branch Campus Libraries Offering Library Instruction		No. & Percentage of Libraries with Departmental Libraries Offering Library Instruction		No. & Percentage of Libraries Having an Undergraduate Library and Provision of Library Instruction in Branch Campus and Departmental Libraries	
	Number	Percentage N=4	Number	Percentage N=26	Number	Percentage N=30	Number	Percentage N=50	Number	Percentage N=15
SAMPLE A	3	75	14	54	19	63	33	66	9	60
SAMPLE B	1	25	12	46	11	36	17	34	6	40

TABLE 3

ROLE OF PERSONS AND COMMITTEES RESPONSIBLE FOR LIBRARY INSTRUCTION PROGRAMS AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES

(Survey Item Number III.A.3. and III.B.2.)

ROLE	LIBRARIES WITH A PERSON RESPONSIBLE FOR LIBRARY INSTRUCTION ACTIVITIES N=35			LIBRARIES WITH A COMMITTEE FOR LIBRARY INSTRUCTION ACTIVITIES N=19		
	Number	Percentage	Rank	Number	Percentage	Rank
Coordination of various activities	28	80	3	13	68	2
Program design	29	83	2	12	63	3/4
Arranging for programs to be designed	16	46	6	11	58	5
Communication with teaching faculty	27	77	4	12	63	3/4
Participation in actual instruction	31	88	1	7	37	6
Recommendation of new programs	26	74	5	16	84	1

Nature of Staff Involvement in Library Instruction

Persons responsible for library instruction tend to spend up to 50 percent of their time on library instruction alone. Only 17 percent of those libraries reported a time expenditure of less than 10 percent, as indicated by Table 4.

TABLE 4

PORTION OF LIBRARY INSTRUCTION COORDINATOR'S TIME
DEVOTED TO LIBRARY INSTRUCTION AS INDICATED BY
NUMBER AND PERCENTAGE OF LIBRARIES ALLOCATING
LIBRARY INSTRUCTION RESPONSIBILITY TO AN INDIVIDUAL
(Survey Item Number III.A.2.) N=35

PORTION OF TIME	NUMBER AND PERCENTAGE OF LIBRARIES	
	Number	Percentage
Less than 10%	6	17
10% to 25%	8	23
25% to 50%	9	26
50% or more	7	20
No response	5	14

Survey item number III.A.4. asked if there were staff to help support the person responsible for library instruction activities and 21 libraries responded positively. However, responses as to the number of staff which help support library instruction activities were too random for a trend to emerge.

The individual with responsibility for library instruction activities as indicated by responses to Survey item number III.A.5. reports most frequently to the director of the library, to the head of the reference department or to the head of the departmental library with which this person is affiliated.

Library instruction committees are generally appointed by either the director of the library system, by the persons with specific responsibility for library instruction activities, or by the heads of departments, as indicated by responses to Survey item number III.B.3. Criteria for selection to the committee according to responses to Survey item number III.B.4. are based on the employees- interest in library instruction and willingness to serve on such a committee; representation of various library departments; and experience in library instruction.

Types of Personnel Involved in Various Library Instruction Activities

Survey item numbers III.C., E., F., G., and H. were designed to determine the types of employees most frequently involved in various aspects of the library instruction process. For each type of personnel, respondents were asked to designate a weight from one to four as to the extent of involvement in each activity. (1. = no involvement; 2 = to some extent; 3 = to a large extent; and 4 = exclusively.) The figures shown in Table 5 represent a compilation of attributed weights for each type of personnel's degree of involvement in various activities. Aside from the total weights displayed in the last column, the single highest is that for undergraduate library librarians' participation in the formulation of policy. As in most other categories of activity the weights attributed to reference department librarians are nearly equal or higher than those of undergraduate librarians. Acquisition department librarians appear to have very little involvement in the library instruction process, as is the case for technical processing librarians. It was reported that teaching faculty are most frequently involved in the overall design of library instruction programs, rather than in the actual presentation of the material. Library directors are more frequently active in the formulation of policy than in other categories of activity. In summary, it is the reference librarian and the undergraduate library librarian who appear to shape library instruction programs among most responding libraries. The figures represented in the budget process column are rather low, as only nine libraries of the total sample group indicated that there was an identifiable budget fund for library instruction. This, in itself, might provide some insight into the priority that library instruction holds among many academic and research libraries but clearly also reflects budget format limitations. (See Table 5 on page 8.)

Table 6 indicates the location of staff providing library instruction as might be predicted among those libraries having a centralized pattern of library instruction staff in the main or general library. A lesser number locate such staff in the undergraduate library (71 percent of Sample A). Sample B libraries, staying away from the centralized administration associated with the main or general library, tend more to locate library instruction staff in the undergraduate library. Both sample groups have a high percentage relating to library instruction staff located in departmental libraries (62 and 68 percent). (See Table 6 on page 9.)

IV. TRENDS IN OPERATIONAL ASPECTS OF LIBRARY INSTRUCTION PROGRAMS

Documentation received in response to the survey reveals that library instruction programs in academic libraries assume a wide variety of form,quality, and intensity, ranging from quick tours through the library to custom-tailored search tactics designed for individual patrons. However, these programs appear to fall into two very broad categories--orientation programs and actual library instruction programs.

Orientation Programs

Orientation programs are administered in a variety of ways. Most university libraries (91 percent of responding libraries) do provide tours of the

TABLE 5

EXTENT OF LIBRARY PERSONNEL'S PARTICIPATION IN VARIOUS ASPECTS OF THE LIBRARY INSTRUCTION PROCESS AS INDICATED BY WEIGHTED RESPONSES

(Survey Item Numbers III.C., E., F., G., and H.)

	PARTICIPATION IN:					
TYPES OF PERSONNEL	C Formulation of Policy	E Budget Process	F Overall Design of Library Instruction Programs	G Preparation of Materials	H Presentation of Program	TOTAL WEIGHT OF PARTICIPATION
Reference department librarians	86	9	75	86	113	369
Departmental librarians	58	4	63	47	64	236
Undergraduate library librarians	*95	8	73	81	46	303
Acquisition department librarians	6	1	5	8	8	28
Technical processing librarians	23	1	8	15	14	61
Library director	43	17	36	27	9	132
Teaching faculty	31	5	34	24	15	109
Librarians at branch campuses	16	1	15	16	23	71

*Due to the disproportionate number of libraries having a separate undergraduate library, the figures for undergraduate library librarians has been proportionately adjusted to represent this category of personnel.

TABLE 6

LOCATION OF STAFF PROVIDING LIBRARY INSTRUCTION AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES
(Survey Item Number II.D.)

LOCATION OF STAFF	SAMPLE A (N=42)		SAMPLE B (N=22)		TOTAL (N=64)	
	Number	Percentage	Number	Percentage	Number	Percentage
Main (general) library	41	98	15	68	56	88
Undergraduate library*	30	71	20	91	50	78
Departmental libraries	26	62	15	68	41	64
Libraries at branch campuses	9	21	3	14	12	19

*Due to the disproportionate number of libraries having separate undergraduate libraries, figures representing this category have been proportionately weighted.

library led by a reference librarian, occasionally a library science graduate student, or in a few cases a cassette tape--enabling the student to become familiar with the library at individual convenience and pace. Libraries often provide attractive pamphlets and guides describing library hours, circulation policies, and resources available from the library. The format of these ranges from single mimeographed sheets of paper to extensive guidebooks describing and locating the library's resources.

Library Methods Instruction

More formal library instruction falls into basically three categories: general reference instruction, departmental or discipline-oriented bibliographic instruction (both credit and non-credit), and term paper clinics.

1. General reference techniques. These types of programs describe major reference materials in the library including the use and organization of the card catalog, major indexes and encyclopedias, and simplistic, basic search tactics. In some cases students are also introduced to glossaries of library vocabulary.

2. Departmental or discipline-oriented instruction. Very often these types of programs are designed for advanced undergraduate, graduate, and postgraduate students and faculty. For these patrons, subject bibliographies and library search tools such as pathfinders cover areas as broad as social studies resources or zeroing in on narrow current-interest topics. Departmental libraries will often offer a semester course on a particular field of bibliographic study. Occasionally, they will comply with the request for a bibliographic lecture requested by special interest groups or individual classes. Some departmental libraries provide a service whereby the student completes a form requesting an appointment with a department librarian and describing the field of his interest for a particular assignment or paper. Before meeting with the student, the librarian will have time to prepare a search tactic to be discussed during the student-librarian conference. Department librarians also prepare materials geared primarily for the faculty, advising them of new acquisitions and particularly pertinent holdings. In some cases, the librarians appear before classes to introduce these materials.

3. Term paper clinics. In these types of programs students are presented general search tactics for approaching a term paper or essay, and criteria for judging validity of reference materials. They are also given some insight into term paper writing style; organization, and bibliographic and footnote styles.

Program Format

All of these programs take a variety of formats. According to the date represented in Table 7, there seem, however, to be several major trends in this area. Presentation via standard lecture methods seems to be predominant, both for orientation and subject-oriented bibliographic courses. User handbooks are employed to a great extent. Audiovisual programs are also being introduced. More than half of the responding libraries are integrating bibliographic instruction into regular academic courses. Both credit courses provided by library staff and courses affiliated with a school, college or academic department are offered by approximately a third of the responding libraries.

TABLE 7

NATURE AND FORMAT OF LIBRARY INSTRUCTION PROGRAMS AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES

(Survey Item Number II.A. and B.)

NATURE AND FORMAT OF PROGRAMS	SAMPLE A N=42		SAMPLE B N=22		TOTAL N=64	
	Number	Percentage	Number	Percentage	Number	Percentage
Library tours	41	98	19	86	60	94
Library users handbook	39	93	20	91	59	92
Orientation lectures	40	95	18	82	58	91
Subject-oriented bibliographic lectures	40	95	16	73	56	88
Instruction incorporated into standard reference service	30	71	12	56	42	66
Audiovisual programs	30	71	11	50	41	64
Exhibits	15	36	13	59	28	44
Computer-assisted instruction	5	12	3	14	7	11
Programs presented to faculty groups	12	28	3	14	15	23
Integration of bibliographic instruction into regular academic courses	28	67	9	41	37	58
Credit courses provided by library staff in the library	18	43	4	18	22	34
Credit courses in affiliation with a school, college or academic dept.	18	43	5	22	23	36
Specialized bibliographies such as Library Pathfinders	26	62	13	59	39	61

Evaluation of Library Instruction Programs

From survey results and documentation it appears that evaluation of library instruction programs is one of the least formalized aspects of the programs. Librarians appear to receive most feedback through random comments. (See Table 8 below). In some of the institutions where library instruction is a regular credit course, the student is tested and papers graded. In other universities participants are asked to maintain diaries describing library use. These are examined by staff as a method of evaluation as are graded tests and papers. Use of questionnaires is the second most frequently applied method. A fairly large number of Sample B libraries stated that no evaluations had yet been made (36 percent). A few libraries mentioned that conferences had been held with teaching faculty for the purpose of evaluation. As mentioned in a previous section of this report one library hired a number of students to participate in a library instruction program over an extended period of time, so that a more accurate measure of program effectiveness could be achieved.

TABLE 8

METHODS OF EVALUATING LIBRARY'S INSTRUCTIONAL PROGRAM
AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES
(Survey Item Number IV.A.)

METHOD	SAMPLE A N=42		SAMPLE B N=22		SAMPLE C N=64	
	Number	Percentage	Number	Percentage	Number	Percentage
Questionnaire	24	57	8	36	32	50
Random comments from participants	27	64	9	41	36	56
Testing of participants' gain in knowledge	13	31	2	9	15	23
No evaluation as of yet	7	17	8	36	15	23

Promotion of Library Instruction Programs

Survey results indicate universities use a number of standard methods for promoting library instruction programs. Aside from the types of media represented in Table 9 libraries advertise via campus radio and television, university calendars and even ashtrays. "Word-of-mouth" is also frequently mentioned. One library mentioned sponsoring a poster contest promoting library instruction activities. In those universities where library instruction is a regular course, it is listed as such in course listings and schedules. However, of all these activities, it appears that posters and university newspapers are the most widely employed promotional media.

TABLE 9

METHODS OF PROMOTING LIBRARY INSTRUCTION PROGRAMS
AS INDICATED BY NUMBER AND PERCENTAGE OF RESPONDING LIBRARIES
(Survey Item Number II.E.)

METHOD	SAMPLE A N=42		SAMPLE B N=22		TOTAL N=64	
	Number	Percentage	Number	Percentage	Number	Percentage
Posters	26	62	15	68	41	64
University newspapers	23	55	11	50	34	53
Direct mailings	16	38	5	23	21	33
Through teaching faculty	14	33	14	64	28	44
Flyers	13	31	10	45	23	36

SELECTED PORTIONS

A Proposal to Establish a Program of Library Instruction for Indiana University

Indiana University Libraries Faculty
Instruction and Orientation Committee

Monty Maxwell, Chairman
Jo Brooks
Barbara Pratt
Charr Skirvin
Carol Tullis
Nancy Vossmeyer

December 1974

SPEC KIT CONTAINS:

- TABLE OF CONTENTS
- PORTION OF CHAPTER ONE
- CHAPTER THREE
- PORTION OF CHAPTER FOUR

TABLE OF CONTENTS

CHAPTER ONE – PROGRAM OVERVIEW — 1

The Objectives of a Library Instruction Program — 1

Program Content — 1

Program Format — 3

Program Personnel — 5

Program Budget and Funding Sources — 7

CHAPTER TWO – THE PURPOSE AND PHILOSOPHY OF LIBRARY INSTRUCTION — 9

The Necessity for Library Instruction — 9

Effects and Changes — 14

CHAPTER THREE – STATE-OF-THE-ART OF LIBRARY INSTRUCTION — 22

Areas of Higher Education — 22

Educational Philosophy and Behavioral Objectives — 23

Evaluation — 23

Media Development — 24

Instructional Systems — 24

Clearinghouses — 25

Library Instruction Program Formats — 25

Examples of Library Instruction Programs — 26

Computer Assisted Instruction — 28

CONTENTS

CHAPTER FOUR - STATE-OF-THE-ART OF LIBRARY INSTRUCTION AT INDIANA UNIVERSITY ———— 31

A-V Library Instruction Presentations ———— 32

Questionnaire Responses ———— 38

Photographic Materials and Equipment ———— 40

UGL's Library Instruction Program ———— 40

Sound-Slide Presentations ———— 41

Computer Assisted Instruction ———— 41

CHAPTER FIVE - THE PROGRAM PROPOSAL: ORIENTATION ———— 43

Public Relations ———— 44

In-Library Activities ———— 48

CHAPTER SIX - THE PROGRAM PROPOSAL: INSTRUCTIONAL PROGRAMS ———— 52

The Pre-Test ———— 52

Level I - Basic Research Skills ———— 53

Level II - Subject Area Bibliography ———— 55

Level III - Specific Subject Bibliography ———— 57

Faculty Use ———— 58

CHAPTER SEVEN - THE PROGRAM PROPOSAL: CONSIDERATIONS FOR IMPLEMENTATION ———— 60

Personnel ———— 60

University Support ———— 62

CONTENTS

CHAPTER SEVEN (continued)

The Library as a Teaching Department — 63

Budgetary Needs — 65

Budgetary Sources — 66

Implications for the Profession — 68

BIBLIOGRAPHY — 70

APPENDICES

A - Librarian-as-Teacher Questionnaire — 74

B - To Present Findings on Librarians' Teaching Experience and Lecturing Librarians — 78

C - Teaching Librarians Interview Schedule — 79

D - UGL's Library Instruction Program — 82

E - Preliminary Summary of Research and Project Proposal; A Teacherless Library Instruction Program For an Academic Library — 90

F - Pre-Test — 95

G - Fundamentals of Scholarship; curriculum for a hypothetical course in basic bibliography — 108

H - ACRL Bibliographic Instruction Task Force Model Statement of Objectives — 109

CHAPTER ONE – PROGRAM OVERVIEW

THE OBJECTIVES OF A LIBRARY INSTRUCTION PROGRAM

A comprehensive program of instruction in the use of library resources should be established at Indiana University to educate all members of the university community, to support the curriculum, and to prepare students for continuing education after completion of their formal education. This program affirms instruction in the use of library resources as basic to all library services and as such, is part of every librarian's responsibility. The program is comprehensive in that its objective is to meet the needs of all library users, whether students, faculty, or visitors; and multi-faceted in the methods and materials to be used.

PROGRAM CONTENT

The program will have two major thrusts: orientation and instruction. Three levels of instruction have been identified to meet the needs of all student users of the Libraries. An additional segment of instruction is planned for faculty.

Orientation

An orientation program does not instruct per se, but familiarizes the newcomer with the physical arrangement of the collections and services, and provides such basic information as how to locate materials, hours of library service, and loan policies. This segment will be beneficial to anyone who has not used the Indiana University Libraries previously, whether a new student, new faculty member, or visitor.

Instructional Level I: Basic Research Skills

This segment will provide elementary instruction in the research process and in the use of sources relevant to basic library research, such as those required for the typical 100 and 200 course term paper assignment. Included here will be use of the card catalogs, general periodical and newspaper indexes, and certain categories of reference tools, such as biographical directories, dictionaries, handbooks, speech indexes, etc. This level is intended for the entering freshman student and should be made a university requirement. Orientation and Level I instruction combined constitute the minimal knowledge of library facilities and resources which every undergraduate student should have in order to effectively use the libraries in conjunction with course work. Level I will also provide the student with the necessary basic skills for lifelong use of library resources.

Instructional Level II: Subject Area Bibliography

Subject area bibliography will be optional but encouraged for upper level undergraduate students who have determined their majors and need familiarization with the resources in their area of study. This level will also be suitable for the advanced student, faculty member, or layman who is beginning a new field of study. Subject area bibliography will include rather broad coverage of the literature of the humanities, the social sciences, and the sciences.

Instructional Level III: Specific Subject Bibliography

This segment will provide in-depth coverage of the literature of one subject and is intended for the advanced student or faculty member. Several courses of this nature are already being offered by subject, area, and branch librarians.

PROGRAM FORMAT

The program will employ instructional media, printed materials, classroom teaching, and personalized, one-to-one teaching. Instruction will be individualized whenever possible, particularly at the lower levels, with group instruction more suitable at the higher levels.

Orientation

Formats suitable for orientation are: self-guided audio tape tour, guided group tour, a printed Library Handbook, and miscellaneous printed handouts describing various departments or branches. A film, video tape, or sound-slide presentation describing the library facilities could also be used, particularly for showing to groups outside the library, and for use at Services and Activities Fairs.

Basic Research Skills

Basic library skills can be taught through point-of-use media presentations, such as a sound-slide presentation on the use of periodical indexes, or an audio tape presentation on the use of the card catalog. Printed materials, audio tape, video tape, and computer assisted instruction are all appropriate formats, in addition to personalized instruction by reference staff or other library personnel, and use of the "Reference Rap" program. Demonstration of basic research skills should be made a university requirement for all entering undergraduate students to ensure that they are equipped with the necessary information and methodology for effective library use,

CHAPTER THREE - STATE-OF-THE-ART OF LIBRARY INSTRUCTION

Library instruction programs have been developed and are in use in all areas of learning, the least developed area being the field of higher education. The role of the librarian and the library resources have long been taken for granted, but the librarian has not made his expertise available on a practical level.

AREAS OF HIGH EDUCATION

Higher education has developed along several lines, each serving separate purposes. Junior colleges and vocational school have proliferated at great speed in the last twenty years with most of them developing libraries to meet their students' needs along with a variety of programs on library orientation and library instruction. Liberal arts and specialized subject area four-year colleges have long been servicing thousands of students with many kinds of libraries and library instruction programs. Universities, though, have attempted to cumulate materials for graduate students and faculty members with little attention given to library instruction. All areas of higher education have some similarity of needs, and universities can learn from programs developed for other areas of higher education rather than initiate all new programs and guides.

EDUCATIONAL PHILOSOPHY AND BEHAVIORAL OBJECTIVES

Educational philosophies have added some new theories and redefined existing theories. These developments have encouraged educators to experiment with teaching/learning situations which have led to the development of behavioral objectives. Much has been written concerning the theory, writing, and validity of behavioral objectives. The use of objectives in developing library instruction programs has been studied, used, and tested, all with better results than those obtained in library instruction programs without such objectives. A good use of objectives is incorporated in the Brigham Young University, Clark Library's program which "...calls for the formulation of terminal objectives which describe the kind of behavior a student would be expected to perform as a result of the instruction."[1] Any program of instruction in higher education must meet a need and must be defined in terms which allow for evaluation.

EVALUATION

Library instruction programs, to be accepted and useful for the academic community, must be able to be evaluated in concrete terms. Especially now, with financial pressures so great, libraries must be producers in the objectives of the University. Behavioral objectives stated at the beginning of library instruction programs allow valid evaluation and follow-up of such programs. Pre-testing and post-testing of students in the programs give valid scores on the learning situation.

MEDIA DEVELOPMENT

With rapidly advancing developments in instructional technology, educators now have a vast assortment of media formats which are potentially useful in any given program. While proliferation of formats has complicated the use of libraries, the new media have also added a needed dimension which can be used for presenting library instruction programs. As reliance upon the book format has shifted somewhat to other, newer media, techniques of information storage and retrieval have undergone modification. Systems for information retrieval in many subject areas have virtually replaced manual methods of research.[2] While this development offers many new and exciting opportunities for meeting the needs of students and faculty, it has also meant a re-evaluation of objectives, especially as they relate to financing the use of these newer formats. Indiana University Libraries remained out of the field of these developments and can now make profitable use of work done by others in higher education using advanced media and systems.

INSTRUCTIONAL SYSTEMS

Instructional systems have been designed for training personnel in many fields. These systems allow the learner to quickly grasp needed information, and allow him to be a participant in the learning process. The systems are "...self-contained, validated, and transportable...conducive for application in various environments, in varied training contexts for the training of personnel...."[3]

CLEARINGHOUSES

Library instruction clearinghouses have been established in Michigan, Wisconsin, Massachusetts, and California.

Project LOEX (Library Orientation and Instruction Exchange) at Eastern Michigan University is perhaps the most widely known and widely used of these. Hampshire College in Amherst, Massachusetts has been developing a five-year program whereby faculty members will establish new ways of orienting users to the academic library. The project is being sponsored by the Council on Library Resources and the National Endowment for the Humanities, and includes establishment of an informal clearinghouse for information on both experimental and established library orientation programs.[4]

LIBRARY INSTRUCTION PROGRAM FORMATS

Following is a brief listing of some of the formats which could be or have been employed in library instruction programs:

1. computer assisted instruction (CAI);
2. sound-slide presentations on individual facets of information;
3. cassette tape recording and tour activity correlated with learner exercises;
4. film strip or loop presentations with taped sound;
5. point-of-use instruction with tape, slide, handbook, guide, etc.;
6. video tape presentations;
7. programmed texts;
8. machine searching systems;

9. courses on library instruction for credit or non-credit, required or non-required;
10. library instruction as part of other courses;
11. combinations of any of the above.

Academic librarians designing new programs of library instruction can choose the most appropriate formats based on studies of their use reported in the literature. Numerous papers and monographs report on all phases of library instruction, from the necessity and design of such programs to evaluation and follow-up. An excellent status report was made in 1973 by the Ad Hoc Committee on Bibliographic Instruction of the Association of College and Research Libraries. It includes formal library courses with or without credit; formal library instruction as part of regular class activity; self-instruction (printed, audio-visual, and computerized); and all miscellaneous approaches, and library orientation.[5]

EXAMPLES OF LIBRARY INSTRUCTION PROGRAMS

Many studies report the design and use of various formats for library instruction programs in higher education. The following programs have been selected to illustrate the use of significant formats used at other universities:

1. Computer assisted instruction. Ohio State University. CAI orientation using short modules of approximately thirty minutes.

   Clark, Alice S. "Computer Assisted Instruction In Of The Library: One Solution For The Large Library." in Lee, Sul H., ed., A Challenge for Academic Libraries: How to Motivate Students to Use the Library.

C27

Pierian Press, 1973, pp. 47-62.

2. Audio cassettes of course lessons. Iowa State University.

   Clark, pp. 57-58.

3. Programmed instruction in teaching machines. Southern Illinois University.

   Southern Illinois University. Educational Media Research Center. *A study to Determine the Extent to Which Instruction to University Freshmen in the Use of the University Library Can Be Turned Over to Teaching Machines*. Carbondale, Illinois, Southern Illinois University, 1963. 46 p.

4. Point-of-use sound-slide presentations. Project INTREX. Massachusetts Institute of Technology. Baker Engineering Library.

   Gardner, Jeffrey, J. "Point-of-Use Library Instruction," *Drexel Library Quarterly* 8:281-285, July 1972.

5. Computer assisted instruction with Burroughs 5500 computer online. University of Denver.

   Culkin, Patricia B. "Computer-Assisted Instruction in Library Use," *Drexel Library Quarterly* 8:301-311, July 1972.

6. Computer assisted instruction using PLATO. University of Illinois.

   Axeen, Marina E. *Teaching the Use of the Library to Undergraduates; an Experimental Comparison of Computer-Based Instruction and the Conventional Lecture Method*. University of Illinois, 1967.

7. Required library instruction program for credit (1973-1974). Western Kentucky University.

College and Research Libraries News 35(5):105-106, May 1974. Listed under miscellany.

8. Compulsory library instruction course with aid of computer and assistance from branch libraries. Germany. University Libraries. (Deutsche Demokratische Republik.)

Schmidmaier, Dieter. "Some Effects of the 'Science of Science' on the Education of the Library User in the DDR." Section E1-18 in International Association of Technological University Libraries. Educating the Library User. Proceedings of the fourth triennial meeting, 1970. Edited by C.M. Lincoln. IATUL, University of Technology Library, Loughborough, 1970.

9. Library instruction as part of a required freshman English course. Brigham Young University.

Wiggins, Marvin E. "Use of an Instructional Psychology Model for Development of Library-Use Instructional Programs," Drexel Library Quarterly 8:269-279, July 1972.

10. Non-required course for credit in developing search strategies. University of California, Irvine.

"Bibliostrategy Course at UCI," Library Journal Hotline 3(40):3, December 9, 1974.

Many excellent library instruction programs are in use at colleges but their programs have not been listed. The bibliography for this report includes articles which detail college library instruction programs.

COMPUTER ASSISTED INSTRUCTION

One CAI system which may find application at Indiana University Libraries is the PLATO computer assisted instruction system originating at the University of Illinois (see Appendix E). Indiana University has already committed itself to use of PLATO, and terminals are available for library use. The University of Denver Libraries are successfully using a CAI design with their library use instruction.[6] Culkin explains Denver's approach to computer assisted library instruction giving six elements needed for a successful CAI project.

1. access to a computer installation;
2. availability of a CAI language for use on this installation's equipment;
3. access to computer center personnel for consultation purposes;
4. commitment of library funds for lease of communications equipment (terminal, data set, telephone line);
5. commitment of one or more reference librarians or subject specialists to CAI programming;
6. access to continuing publicity sources.

If Indiana University Libraries makes the commitments, the other requirements listed above can be fulfilled. This may prove to be fruitful for all concerned, even when the question of funding is raised.

LIBRARY INSTRUCTION AV PROGRAMS, I.U. SYSTEM

A BIBLIOGRAPHY PREPARED BY

COMMITTEE ON INSTRUCTIONAL PROGRAMS January, 1974

NAME OF PROGRAM	DESCRIPTION (Summary)	CURRENT USE	PROGRAM AND SOURCE COST	DATE PROGRAM PRODUCED	EQUIPMENT NEEDED	EQUIPMENT SOURCE, COST	FOR FURTHER INFORMATION CONTACT:
II. Bloomington							
Main Library							
Locating Materials in the Library	Slide/tape automated program in stationary carrel	Assist users in Main Library	Local, I.U.	1973	Carousel slide projector, cassette tape recorder	Approx. cost for 1 modified carrel with auto. program: 600 dollars	Julie Nilson, Cate Dept., 337-7511
Periodical Indexes	Slide/tape automated program in stationary carrel	Assist users of Main Library in using Periodical Indexes	Northern Ill. Univ., locally adapted, 35 dollars	1974	Carousel slide projector, cassette tape recorder	Approx. cost for 1 modified carrel with auto. program: 600 dollars	Julie Nilson
Public Card Catalog	Slide/tape automated program in stationary carrel	Assist users of Main Library in using Card Catalog	Local, I.U.	1972 revised in 1974	Carousel slide projector, cassette tape recorder	Approx. cost for 1 modified carrel with auto. program: 600 dollars	Julie Nilson
Undergraduate Library							
Guided Tape Tour of UGL (including Main)	Guided tour of Main Library concentrating on UGL	Tour guide	Local, I.U. 120 dollars	January, 1974	Audio cassette playback unit	Any commercial cassette unit	Monty Maxwell, UGL, 337-9857
How to Find a Book in UGL	Locating books in UGL through the card cat. including charge-out procedures	Tape used in conjunction with catalog card blow-ups; Station of UGL tape tour	Local, I.U. 100 dollars	Summer, 1973	Audio cassette playback unit	Any commercial cassette unit	Monty Maxwell
Researching Term Papers	Illustrates the use of popular reference sources for researching term papers	Station of UGL tape tour (Optional)	Local, I.U. 100 dollars	Fall, 1973	Audio cassette playback unit	Any commercial cassette unit	Monty Maxwell
UGL's Listening Room Facilities	An introduction to listening room facilities	Station of UGL tape tour (Optional)	Local, I.U. 100 dollars	In progress	Audio cassette playback unit	Any commercial cassette unit	Monty Maxwell
UGL's Periodicals and Periodical Indexes	A guide to and introduction to UGL's Periodicals and Indexes	For student instruction; Station of UGL tape tour (Optional)	Local, I.U.	In progress	Carousel slide projector, cassette tape recorder	Approx. cost for 1 modified carrel with auto. program: 600 dollars	Monty Maxwell

NAME OF PROGRAM	DESCRIPTION (Summary)	CURRENT USE	PROGRAM AND SOURCE COST	DATE PROGRAM PRODUCED	EQUIPMENT NEEDED	EQUIPMENT SOURCE, COST	FOR FURTHER INFORMATION CONTACT:
Biology Library							
Tour of Biology Library	Cassette tape describing facilities and services of Biology Library	Assist users of Biology Library	Local, I.U.	June, 1973	Audio cassette playback unit	Any commercial cassette unit	Sabina Sinclair Biology Library 337-9792
Chemistry Library							
Beilstein Handbuch der Organischen Chemie	Slide/sound adapted from Beilstein pamphlet: 15-20 minutes	Assist Chemistry patrons in use of Beilstein	Local, I.U.	1972	3M sound/slide projector/recorder (Chem. is converting 3M programs to Norelco Pip Machine)	3M machine plus trays and aux. equip. costs 1,000 dollars	Peggy Green Chemistry Library 337-9452
Chemical Abstracts	Slide/sound adapted from C.A. services publication	Assist Chemistry patrons in use of Chem Abstracts	Local, I.U.	1972	3M sound/slide projector/recorder (The Norelco Pip Machine is open carrel)	3M machine plus trays and aux. equip. costs 1,000 dollars	Peggy Green
Sadtler Spectra-Treatise	Slide/sound adapted from commercial script; locally adapted and arranged	Assist Chemistry patrons in use of Sadtler Spectra-Treatise	Part commercial; locally adapted	1972	3M sound/slide projector/recorder (The Norelco Pip sound is via headphones)	3M machine plus trays and aux. equip. costs 1,000 dollars	Peggy Green
Science Citation Index	Slide/sound adapted from publications of Institue for Science Information: 17 mins.	Assist Chemistry patrons in use of Science Citation Index	Local, I.U.	1972	3M sound/slide projector/recorder	3M machine plus trays and aux. equip. costs 1,000 dollars	Peggy Green
Using the Card Catalog	Slide/sound: 16 minutes	Assist Chemistry patrons in use of card catalog	Local, I.U.	1972	3M sound/slide projector/recorder	3M machine plus trays and aux. equip. costs 1,000 dollars	Peggy Green
Education Reading Room							
Education Library Services at I.U.	Video tape: 30 minutes	Assist Education Reading Room patrons	Local, I.U.	Unknown	Video player	Unknown	Richard Mann Instructional Mats. Ctr., Educat. Bldg. 337-7978
All About ERIC	Filmstrip and reel/reel tape: 15 minutes	Introduction to ERIC	Photo Lab, Inc. 3825 Georgia Ave.N.W. Wash.,D.C. 20011	1972	Filmstrip projector reel/reel recorder	Commercial equip.	Lois Lehmann Education Read. Room 337-1795
Introduction to ERIC	Filmstrip: 10 mins.	Set of 3 color filmstrips and 3 reel/reel tapes to assist users of ERIC	Center for Research and Development in State Educat. Leadership Teaching. Research: a division of the Oregon State System of Higher Education; locally adapted; 16.50	Unknown	Filmstrip projector reel/reel recorder	Commercial equip.	Lois Lehmann
How to use ERIC	Filmstrip: 6 mins.			Unknown	Filmstrip projector reel/reel recorder	Commercial equip.	Lois Lehmann
ERIC Advanced Training Program	Filmstrip: 7 mins.			Unknown	Filmstrip projector reel/reel recorder	Commercial equip.	Lois Lehmann

35

NAME OF PROGRAM	DESCRIPTION (Summary)	CURRENT USE	PROGRAM AND SOURCE COST	DATE PROGRAM PRODUCED	EQUIPMENT NEEDED	EQUIPMENT SOURCE, COST	FOR FURTHER INFORMATION CONTACT:
Instruction for 'PROBE' Computer Search	General 8 minute instruction	Assist patrons in making an ERIC PROBE search	Local, I.U.	1972	Reel/reel recorder	Any commercial reel/reel recorder	Lois Lehman
Use of the ERIC System	A 6 minute overview of using ERIC	Assist patrons in using ERIC	Local, I.U. I.U. Commission on Teacher Education	1971	Reel/reel recorder; slides	Any commercial reel/reel recorder; slide projector	Lois Lehman
Print Materials for Teachers	Tape, notebook, bibliography (user keeps hard copy of bibl.) 10 minutes	Assist teachers in selecting materials	Local, I.U.	October, 1972	Reel/reel recorder; or cassette recorder	Any commercial reel/reel or cassette recorder	Lois Lehman
Using the Education Library (Education Reference Sources)	How to use: ERIC, CPIE, NICEM, DATRIX; 25 minutes	Instruction in educational research	Local, I.U.	June, 1973	Reel/reel recorder	Any commercial reel/reel recorder	Lois Lehman
Journalism Reading Room							
Tour of Main Library for Journalism Students	Adaption of Main Library to needs of Journalism students, accompanied by Handouts	Assist patrons in Journalism Reading Room	Local, I.U.	Fall, 1971	35mm projector; cassette recorder; rearview screen unit	Kodak 35mm projector; any cassette recorder; 375 dollars per unit	Jeff Hartenfeld Journalism 337-4531
Music Library							
Music Library Orientation Program	Slide/tape program	New student orientation; assist patrons of Music Library; Training program for new student employees	Local, I.U.; 110.00 dollars	1974	Slide projector; cassette recorder	Commercial slide projector; commercial cassette recorder	David Fenske Music Library 337-6240
IU-PU, Ft. Wayne							
Instructional Tour of the Library	Using the IU-PU Ft. Wayne Library	Instruction in use of the library	Local, IU-PU Ft. Wayne	October, 1973	Slide/tape cassette	Singer Graflex Caramate; Slide/tape cassette; 299.00 dollars	Ruth Kerns IU-PU, Ft. Wayne 5887
IUPUI, Indianapolis							
School of Dentistry Library							
Index to Dental Literature	Tape recording on use of Dental Literature	Assist patrons in using Dental Literature	Local, IUPUI	Unknown	Cassette recorder	Any commercial tape recorder (cassette)	Helen Campbell School of Dentistry Library, T204

NAME OF PROGRAM	DESCRIPTION (Summary)	CURRENT USE	PROGRAM AND SOURCE COST	DATE PROGRAM PRODUCED	EQUIPMENT NEEDED	EQUIPMENT SOURCE, COST	FOR FURTHER INFORMATION CONTACT:
Indianapolis Law School Library							
Legal Bibliography	How to use and interrelationships of law materials	Instruction for Law Library Patrons	Local, IUPUI	1973	Overhead projector	Commercial overhead projector	Christine Stevens Law Library, IUPU 4028
School of Medicine Library							
Chemical Abstracts	How to use Chemical Abstracts	School of Medicine Library patrons	Local, IUPUI	January, 1968	Video recorder and video monitor	Ampex video recorder and video monitor	Elaine Whitinger School of Medicine Library, [illegible]
Cumulative Index to Nursing Literature	Nursing literature bibliography	School of Medicine Library patrons	Local, IUPUI	August, 1968	Video recorder and video monitor	Ampex video recorder and video monitor	Elaine Whitinger
Index Medicus	Guide to Index Medicus	School of Medicine Library patrons	Local, IUPUI	August, 1968	Video recorder and video monitor	Ampex video recorder and video monitor	Elaine Whitinger
International Nursing Index	International Nursing literature bibliography	School of Medicine Library patrons	Local, IUPUI	August, 1968	Video recorder and video monitor	Ampex video recorder and video monitor	Elaine Whitinger
Library Orientation	An introduction to the School of Medicine Library	School of Medicine Library patrons	Local, IUPUI	July, 1968	Video recorder and video monitor	Ampex video recorder and video monitor	Elaine Whitinger
IU, South Bend							
Tour of IUSB Library	Audio walking tour of library	IUSB Library patrons	Local, IUSB	May, 1973	Cassette recorder	Any commerical cassette recorder	Kathryn Large Reference 2Co

Compiled and edited
by subcommittee:
Wilson Luquire
Nancy Vossmeyer

Description of library instruction program

THE UNIVERSITY OF NORTH CAROLINA LIBRARY
ROBERT B. HOUSE UNDERGRADUATE LIBRARY
CHAPEL HILL, NORTH CAROLINA
27514

IV E. The programs here at the University of North Carolina in library use instruction are not particularly innovative, though we have initiated a variety of programs within the past three years which we feel have contributed to the library's overall service program. With the establishment of the instruction librarian position in the Undergraduate Library, the Library has made a firm commitment to library use education which other ARL libraries might emulate. There are at present four components to our instruction program, and a brief discussion of each follows:

1. Freshman instruction. One class period in each semester of freshman English classes is given over by the instructors to the library for use education. This is given at the two points in the classes where annotated bibliographies are required of all students on research topics of their choosing. The first semester the students are given a slide-tape program on the card catalog, circulation procedures, and the location of periodicals. This short program was produced in-house and is followed by discussion led by a reference librarian and a short tour of Undergraduate Library facilities. The second semester's library program consists of a bibliographic lecture on major indexes, followed by discussion. The classes then break up into small groups of 10-15 students each to tour the research library. These tours, which last about 30 minutes each, are led by reference librarians, selected support staff, and other librarians in the Undergraduate Library. This freshman program involves about 1870 students each semester. Classroom assignments following the tours have been worked out by the Library Instruction Committee, made up of reference librarians and classroom teachers.

2. Freshman seminars. Each fall semester at this university a small number (12-15) of freshman seminars are offered in a variety of fields in Arts and Sciences, and the library has contacted faculty teaching these seminars to offer special library instruction in the seminar topics. The library has given six bibliographic lectures each fall to these seminars in the past two years, and last year special bibliographies were prepared for each seminar and handed out to each student in the seminars. This library program has been attempting in part to reach the few students who "test out" of the freshman English classes described in (1) above.

3. Library Tour Program. Tours offered to the general public were instituted on a regular weekly basis at the beginning of 1975. The purpose of the tours was to meet a felt demand from both undergraduates and graduate students for easier access to the research library, a 45-year-old building confusing too many patrons in its layout and collection arrangement. The tour program will run for a year, after which its utility will be evaluated, and a decision will be made whether to continue the program. The instruction librarian is the program coordinator.

4. Bibliographic lectures and special tours. Bibliographic lecutres and special tours at faculty request have been offered for many years by the reference staff. There is no broad advertising of this service to the faculty, and the classes given this service have most often been graduate-level. Approximately ____ such programs were given last year by the nine librarians in the two reference divisions in the research library. There is presently no central coordination of this activity.

ORIENTATION AND INSTRUCTION AT THE UNIVERSITY OF TORONTO LIBRARY - 1976

Objective	Teaching Strategy	Resulting Behavior	Method of Evaluation
Geographical Orientation to main buildings: Sigmund Samuel (Undergraduate) Science & Medicine Robarts (Hum. & S S)	Tours of Robarts led by library staff: Self-guided walking tours of Robarts (handout) SIG SAM Handouts SCI MED Handouts Video-tape tour of Robarts	User able to find key library areas and services	Librarians' on-the-spot assessment of questions at information desks
Organizational Orientation to library system and union catalogue	One hour library survival sessions 1. Handouts 2. Slides on Catalogue 3. Slides on other libraries 4. Transparencies	User able to differentiate services in various libraries and utilize card catalogue fully	
Introduce user to union catalogue	Automatic Slide Tape Presentation at Information Desk of Robarts	User able to find entries he is seeking or, at least, able to make informed inquiries	Evaluation questionnaire left beside Motiva unit for 3 months Dec.1974 - Feb.1975
Introduce users to procedure for using periodical indexes	Automatic Slide Tape Presentation at SIG SAM Information Centre	User able to select appropriate periodical index and correctly interpret citations	Evaluation questionnaire left beside Motiva unit March 1976-
Introduce users to SCI/MED. Book List	Automatic Slide Tape Presentation at Entrance to SCI/MED Book List Area	User able to find entries he is seeking or, at least, able to make informed inquiries	Evaluation questionnaire left beside Motiva Unit April, 1976

C37

Objective	Teaching Strategy	Resulting Behavior	Method of Evaluation
Alert users to range of library publications available (e.g. Bibliographies, Microtext Lists etc.)	Display in Main Lobby of Robarts SIG/SAM. Display on Pathfinders	Users consult the appropriate publications	Number of Publications taken or used
Alert users to the computer searching services available	Display in SCI/MED and Robarts Reference Area on Periodical Literature search	Users request computer searches when appropriate	Use statistics
Give users an opportunity to see a practical demonstration of searching for catalogue information on-line	On-line Terminals near Robarts, SIG/SAM, SCI/MED Information Desks	Users find entries in CNQS - Call Number Query System (Shelf List)	Use statistics
Teach students to select and use knowledgeably the sources of information for a paper or essay in a given subject field and offer them geographical orientation and introduction to library services as needed	Classroom instruction (planned in conjunction with teaching staff) designed to illustrate concept of a research strategy (1-2 hours)	Students correctly complete research worksheet and prepare satisfactory preliminary bibliography and paper	Evaluation questionnaire given immediately following instruction. Grades on work sheets, Preliminary Bibliographies and papers
Teach advanced undergraduates and graduate students to correctly identify and utilize bibliographic sources for their subject field	Bibliographic seminars (planned in conjunction with teaching staff) Introduce key sources in specific subject field	Students evidence mastery of appropriate bibliographic sources as they complete their research	Grades on paper and essays Feedback from instructors

C38

Objective	Teaching Strategy	Resluting Behaviour	Method of Evaluation
Teach students to select and use knowledgeably the sources of information for a paper or essay. Teach students how to present their findings in acceptable written form	Paper and Essay Clinics 1. Classroom instruction, illustrating research stragegy (1 hour) 2. Practice sessions with specific tools (5-1 hour sessions) 3. Presentation by Director of Writing Lab (1 hour)	Students apply general instructions to their specific assignment	Evaluation questionnaire on classroom instruction. Assessment by practice session leaders.
Introduce users, visitors and staff to history of the U of T Library and the Construction of Robarts	Video-tape Presentation	To appreciate the origin scope of the University of Toronto Library	
			Mrs. Carolyn Murray Orientation Librarian

Description of library instruction program and results of library instruction evaluation

FIRST ANNUAL PROGRESS REPORT
TO THE
COUNCIL ON LIBRARY RESOURCES
AND THE
NATIONAL ENDOWMENT FOR THE HUMANITIES

FOR THE YEAR
SEPTEMBER 1, 1973 - AUGUST 31, 1974

PROGRAM TO IMPROVE AND INCREASE STUDENT AND FACULTY INVOLVEMENT IN LIBRARY USE

UNIVERSITY OF COLORADO LIBRARIES

BOULDER, COLORADO 80302

JOHN LUBANS, JR.

PROGRAM DIRECTOR

GRANT NUMBER: EH 9299-73-306

Introduction

When this program was proposed our objective was to increase effective library use among undergraduate students within two selected academic disciplines. Our guiding assumption has been that improvements (or change) in student library use skills of a significant scope can come only by librarians working with and through the faculty in the teaching classroom. Underlying this guideline are at least two reasons why librarians want to change non-use and mis-use of libraries. First there is the professional concern of managing a very expensive resource: the growing book collection which if not used at higher levels than present (40% of students are non-users at any one time) will be increasingly difficult to justify to administrators and other budget-minded groups such as legislatures. And, second, our conviction (with several studies to back us up) that libraries are mis-used when they are used by a majority of students. The solution to the mis-use of libraries many librarians believe lies in libraries offering and participating in instructional programs which can provide students with the necessary skills they need to make better use of library resources and to, perhaps, make learning less of a frustrating experience, at least in regard to finding relevant materials in the library.

To effect a change in library use patterns among students the grant proposal outlined the planned tactics of our program.*

---

* Colorado. University. Boulder. Libraries
"Proposal to the Council on Library Resources, Inc. for a Program to Improve and Increase Student and Faculty Involvement in Library Use," [by John Lubans, Jr.] Mimeo, Boulder, Colorado, 1972, 5 pp.

This proposal involves the appointment of two new subject librarians for a period of five years to the Reference Department of the University of Colorado Libraries. These new Library faculty members would work half-time in the cooperating teaching department (such as History or Sociology) to which they are assigned and half-time in the Reference Department in Norlin Library (the undergraduate, humanities and social science library) or in one of the branches as a Reference Librarian. The teaching departments with which they are to work would provide them with office space for the half-time of their work-week which they are to spend in those departments. The Libraries would also provide office space for these librarians to perform normal reference service functions.

The duties of these subject librarians in fulfilling their roles outside of the Library would include:

1) Class-room teaching of bibliography (in cooperation with the department's faculty) as related to a subject or subjects.
2) Providing individual counseling in library and literature use for undergraduates, graduates and faculty.
3) Facilitating the basics of library use (e.g. answering such questions as: where do I return library books?)
4) Working with departmental faculty in rating the bibliographic quality of students' assigned work.

5) Preparing instructional aids in literature and library use. (Emphasizing on-site as-needed programs).
6) Establishing close liaison with departmental faculty by sitting-in on seminars and faculty meetings.

The program will be geared initially to increase faculty involvement in promoting use of library resources.

The following is a possible plan for attempting to win over the faculty to making changes in teaching methodology in favor of emphasizing libraries in instruction. It is paraphrased from Patricia Knapp's article: "A suggested program of college instruction in the use of the Library," Library Quarterly 26, 224-231, July, 1956.

The subject librarians will need to:

1) Demonstrate how poorly students use the library to faculty who may respond constructively.
2) Persuade these instructors to involve "library" in problem-solving assignments given to students.
3) Make library resources generally available (through promotion) to students and faculty.
4) Stress the overall value of library competence.
5) With the help of the departmental faculty draw-up proposed solutions to the problem of library mis-use and non-use.
6) Work through curriculum committees for changes in teaching methods and objectives.

These guidelines have provided a general framework for our activities for the past year. The plans were made more specific in 1973-74 and the guidelines appear to be workable and could be applied at other institutions.

One area of interest that came to the fore after the grant proposal was submitted in May 1972 was the need for evaluating what effect the program would have on library user behavior. Without empirical evidence of how library users have been effected by the program the research undertaken will have little value to the profession-at-large.

Activities During 1973-74

One of the two positions in the grant has been filled. Susan Edwards was appointed as Economics Reference Librarian on September 1, 1973 and her work is largely the basis of this part of the report.

We began recruitment in 1973 for the other half of the position in the field of Sociology but had difficulty in attracting candidates. Although concerted efforts were made for a year, we were unsuccessful in finding a Sociology Reference Librarian. Of three candidates interviewed on the Boulder campus, the one to whom the position was offered (Spring 1974) turned down the opportunity. In view of the difficulties of recruiting a person with the double Master's in Librarianship and Sociology plus a minimum of two years of reference experience, we switched the vacant position to that of History Reference Librarian in June of 1974. Qualified candidates are to be interviewed in September and the position should be filled shortly after. In the

043

meantime, we continue to provide ten hours of extra reference service to undergraduates through the "generalist" half of the program. This is being given by Mary Sandoe, a general reference librarian.

While the Economics Reference Librarian, Susan Edwards, does meet with the program director at least once every two weeks, and frequently with Ms. Mildred Nilon, Head of the Reference Department, the position has been largely developed by Ms. Edwards in her working with the Economics faculty. A small committee of faculty members have cooperated in implementing the various programs created by Ms. Edwards (Appendix). Her work in the Economics Department has resulted in approximately 1000 student contact hours (that is, one hour lecture presentations to several Economics classes reaching 1000 students). Also, she has had 400 contacts from users outside of class in the Economics Department about term papers and other library use related assignments and discussions to clarify library policies and procedures. A further measure of Ms. Edwards impact on the Economics program is her being swamped frequently by Economics students while she is on duty as a reference librarian in the general library. This high level of activity in the first year of the grant is encouraging. Again, evaluation of the effect we are having on library use is necessary. Ms. Edwards has developed and given an attitude survey to students in one Economics' professor's classes for the Fall 1973 and Spring 1974. These were the same students (sophomore and senior level) before and after exposure to library instruction in their subject area. Below are examples of the response from students to selected questions:

LIBRARY USE ATTITUDE SURVEY (1973-74)

(Selected Responses)

Before (Fall) and After (Spring) Library Use Instruction

	Statements		Response in Percentages	
		(N=190) Fall	Semester	(N=190 ca) Spring Semester
f.	My undergraduate training (so far) has given me all the preparation I need for finding information in the libraries.	Agree	21.17	22.20
		Neutral	11.85	25.90
		Disagree	41.50	50.87
		Don't Know	25.41	.92
i.	I am at a loss when faced with doing a term paper in the library.	Agree	18.96	13.07
		Neutral	21.55	28.95
		Disagree	47.41	56.04
		Don't Know	12.06	1.86
j.	I think librarians are ...really interested in my problems.	Agree	19.82	28.02
		Neutral	44.60	48.56
		Disagree	15.69	17.74
		Don't Know	19.82	5.60
l.	I feel well able to do research in the library.	Agree	26.47	38.85
		Neutral	42.70	41.62
		Disagree	17.93	17.57
		Don't Know	12.81	1.85
n.	Whenever I do research for a paper in the library I get the feeling there are information resources on my topic which I am somehow missing.	Agree	49.97	62.90
		Neutral	11.85	16.65
		Disagree	10.16	17.57
		Don't Know	27.95	2.77

o. If you circled either of the first two categories. . .what do you feel is the main reason you did not find other resources.

		Fall	Spring
a.	My professor did not explain what is available.	34.50	30.13
b.	I did not ask a librarian.	45.56	41.92
c.	The librarian did not know.	17.94	27.51

The compared results show a sharp decrease in the "don't know or does not apply" part of the response during the Spring semester (after) survey, (statements f-n).

Statement f has an increase in the spring in disagreement; that may show greater awareness on the part of the student of his or her limitations in library skills.

The j statement has a stronger "agree" response in the spring than in the fall (19.82% vs. 28.02%) suggesting some accomplishment on the part of the librarian in showing interest in student library problems.

Statement l spring response has an increase in agreement of twelve percent. This may be the result of instruction received and assignments completed during the year.

Responses to statement n seem to suggest a further awareness of materials being missed by the student in his or her library searches.

The response to o is puzzling and interesting. The one significant spring increase is the "librarian did not know". (18% vs. 28%) This could be the student's asking for help from a variety of librarians and not receiving adequate help or it could be that all resources have been exhausted by librarians in helping the student. This response probably needs to be examined more closely. However, the largest reasons for not finding all information resources still remain that the teachers did not explain and that the respondent did not ask a librarian.

Another major endeavor during the first year has been the preparation of a slide/tape 20 minutes program to introduce students to the literature of economics. The script has been written keeping in mind the possible use of this program at other libraries. This program is in production and should be ready in September and will, it is hoped, alleviate some of the redundance of introductory instruction of literature use. We hope to evaluate this program on at least one other university campus to measure its effectiveness in students' learning.

As mentioned before, evaluation of the program has been of concern to us. A proposal for on-going evaluation has been submitted to a funding agency for consideration. This proposed evaluation is not meant to evaluate the entire CLR-NEH grant program at the University of Colorado but rather to evaluate an important component of the grant on a short term basis; that is, what effects certain of the instructional programs within the grant are having on the student and faculty participants' patterns of library use. This type of "formative" evaluation needs to be done while the participants in the grant are currently on campus. This type of evaluation cannot be done retrospectively because the feedback from library users is the core of the evaluation. A major part of the requested funding would be used to pay students over a period of two years to take part in our evaluation program. They would be compensated for testing, keeping diaries on information use, etc. There will, ideally, be two groups: one exposed to the CLR-NEH grant and the other not. If we are not funded for this we will need to consider alternative evaluation approaches and/or other funding agencies.

Travel to conferences and on-site visits to other libraries offering instructional programs have been beneficial in keeping us aware of new trends in library use instruction. One recent development in educating library users is the establishment of behavioral objectives for courses of study. A great deal along this line has been done in junior colleges. As well their investigation of and experimentation with multi-media instructional approaches have been of value to this program.

Professor Ernest de Prospo of the Rutgers University School of Library Service consulted with us in regard to evaluation and the establishment of goals and objectives.

The program has attracted national interest and there is frequent correspondence in reply to general inquiries about the program. It is our hope that our efforts are serving to promote increased attention to and activity upon the programs of library use encountered by students and other members of the academic community.

The student will gain a better understanding of economic concepts and problems.

The student will realize the value of reference tools and other library materials and become familiar and comfortable with them.

The student will develop the ability to judge critically the information he or she uses.

METHODS

There are many levels from which each of the objectives may be approached. It is important that the means to fulfill these objectives be appropriate. The following is an attempt to outline the types of projects which might be undertaken. Some of them are similar to programs successfully undertaken at other universities, others are unique to this program.

A. 200 Level Courses

The student should know the uses and limitations of:

General encyclopedias and dictionaries
Specialized encyclopedias and dictionaries
The card catalog
Readers' Guide to Periodical Literature
Social Sciences and Humanities Index
Public Affairs and Information Service Index

The student should begin to be able to evaluate the material he finds by noting such things as the author's qualifications and the publisher. This is a very simple start, but it points out to the student the importance of evaluating each source and ways of doing the evaluation. The student should also have some knowledge of when and how to cite sources and the preparation of a bibliography.

POSSIBLE ASSIGNMENTS: The student is assigned or chooses a concept, such as money, GNP, taxation etc. which is appropriate to the course. The completed project should define and explain the term or concept beginning with a simple definition and progressing to a discussion of the special aspects of the subject. A bibliography should be included with a certain number of items annotated.

COUNCIL ON LIBRARY RESOURCES GRANT

DRAFT 10/73

Proposed Program for the Economics Department,
University of Colorado

GENERAL OBJECTIVE

Present teaching methods at the University of Colorado make little use of the library beyond the reserve room. The reasons most frequently given for this are:

> The inability of the student to find what he or she needs because of poor research techniques.
>
> The inability to critically evaluate the information the student does find.
>
> The low quality of the completed assignments.
>
> The problem of plagiarism.

However, there are important reasons for incorporating assignments which utilize the library into the formal courses:

> In a large university, research projects are one of the few opportunities most students have to do independent studies.
>
> In a society where the quantity of information continues to grow rapidly, one of the skills a student should acquire before graduating is the ability to find what is useful and be able to evaluate its importance.

The overall objective of this program is to help reduce the problems of independent research by undergraduate students in the Economics Department, and thus enable the library to become a more viable part of the University program.

SPECIFIC OBJECTIVES

The purpose of this program is not to make librarians out of students, nor to give them a general knowledge of library resources. The aim is to integrate the literature and reference sources of Economics into specific courses. By doing this it is hoped that:

Journal of Economic Literature.
Specialized bibliographies or indexes to be determined by the class.
Government documents.
Book reviewing media.
Bibliographic tools such as Books in Print, Cumulative Book Index, Library of Congress Catalog.
Guides to the literature

ASSIGNMENTS:
a. Short bibliographic essay analyzing the important writings in a certain subject area.

b. The preparation of an annotated reading list for the class.

c. Term paper.

Presentation and grading would be similar to that for the 200 level courses.

C. 400 Level Courses

Again the students should be aware of the previous tools. Since there have been quite a few presented, the most efficient, though not the best way, would be a lecture or handouts on basic reference tools in Economics. In addition the student should be introduced to:

Printed library catalogs
Bibliographies of bibliographies
Statistical sources
National bibliographies
Specialized bibliographies

ASSIGNMENTS:
a. Review of the literature of a certain subject area.

b. A bibliographic essay.

c. A research paper.

Grading and presentation are again similar.

EVALUATION

a. A test of attitudes to be given to those in the program and selected groups not in the program at the beginning and end of each semester.

b. A test of library skills to be given to select groups in and out of the program at the beginning and end of the semester.

EASTERN MICHIGAN UNIVERSITY

FOURTH ANNUAL CONFERENCE ON LIBRARY ORIENTATION FOR ACADEMIC LIBRARIES

May 10, 1974

TEACHING RESEARCH METHODS IN FRESHMAN COMPOSITION

Presented by Russ Larson
Director of Freshman English Courses
Eastern Michigan University

One quiet afternoon at the end of last semester, one of the teaching fellows I supervise threw open the door of my office. "You won't believe this," he said, "but I've just had two students in the same class turn in identical term papers." The next day another teaching fellow found that a third student had turned in that same paper.

Plagiarism is common in freshman composition. In fact, plagiarism has become so common throughout the university that over the past eight to ten years, paper assignments, particularly research assignments, have become less and less frequent. And this failure to teach research methods, not plagiarism, is the problem. When even the teachers of graduate classes can no longer assume that their students know how to use the library, clearly many teachers, not merely teachers of freshman composition, have modified their demands to the point that research methods are not being taught effectively.

Plagiarism is, nonetheless, an important issue because the increase in plagiarism reflects student attitudes, and student attitudes affect teaching. Over the past eight to ten years, moreover, there have been changes in student attitudes. Plagiarism occurred ten years ago, but students generally would accept the authority of the teacher. If the teacher said writing a research paper was important, the students tended to believe him. If they did not agree, they did not resist overtly. Two or three years ago, however, a teacher beginning a unit on the research paper could expect groans and at least a superficial attack upon the value of the assignment. In addition, although I could not prove it, plagiarism increased over the same period. And plagiarism did not merely increase; students also became more casual about meeting requirements in general, placing the teacher in the position of either modifying his requirements or failing students. Although these changes took place slowly, they brought pressure upon teachers. Many teachers, myself included, began to modify requirements and de-emphasize the term paper. Many of us, frustrated by unsuccessful attempts to ferret out plagiarism despite spending hours in the library, shifted our emphasis to remedial English.

And remedial English has increasingly become an issue. Although most universities have been admitting underprepared students for years, as universities have moved toward open admissions policies, more and more underprepared students have been admitted. These students have such basic problems that any void created by de-emphasizing the research paper has quickly been filled. And when the research paper is taught, these underprepared students have many problems, problems extending from grammar and organization to merely understanding a topic they themselves have chosen.

Both underprepared and other students, moreover, tend to see the research paper as busy work. When they are allowed to maintain this attitude, they will inevitably plagiarize and cut corners. As one student told me last semester, "in high school and junior high, when I was given a paper to do, I always copied from the encyclopedia". Obviously this student developed bad habits and attitudes. When he entered college, he no doubt discovered, if he did not know already, that he could purchase papers on almost any subject. Thus in a sense the failure of instructors to teach research methods effectively, derives from forces beyond their control.

Yet I become suspicious when I find myself concluding that I am a victim of outside forces. I am, after all, in charge of my own classroom, and I know that the library and its resources are the heart of education, both graduate and undergraduate.

I need to remind myself occasionally that research techniques involve more than the proper form for footnotes and bibliography. Teaching research techniques involves teaching students to examine ideas rationally and to approach old and new ideas critically. In addition, students must learn how to communicate ideas effectively. It is the process that is important, not the final form, and once this position is accepted, teaching research methods, particularly teaching the process of writing the research paper, becomes basic to a university education. Even an unprepared student must eventually develop the ability to handle this process.

Once the position is accepted that knowledge of how to use the library's resources is basic to education, the problem becomes how to set up a method for effectively teaching research methods in freshman composition. On the most basic level, the problem is modifying student behavior. On a more complex level, it is modifying student values.

Although teaching is such a personal matter that methods will inevitably vary somewhat from instructor to instructor, some rough guidelines can be established for modifying student behavior. First, emphasis must be placed upon having students go through the process they are to learn. Lecturing students on the card catalogue, the Readers' Guide to Periodical Literature, and proper footnote form is of little value. At any given moment in the process of writing a research paper, the student may need help, but information will tend to become meaningful only as it fits into the context of the student's own work.

As a result, a freshman composition teacher must take his students to the library. He must carefully explain the importance of the assignment. He may also arrange a brief tour of the facilities, and he may need a place where he can periodically give brief lectures to his class. The majority of his time, however, must be spent consulting with individual students as they work through individual problems in the library. In other words, both instructor and students should spend approximately three weeks of class time working in the library, the instructor consulting with students as they go through the process of writing their research papers. Thus the students are learning to use their first line of resources--their teacher, their text, and library personnel--to open to themselves the vast amounts of information in the library. As the work through their problems, they will learn to reason, to think critically about their materials, because they will actively go through the process of writing a research paper, a process that will force such responses. I have found no other method that works so well.

Turning students loose in the library, however, is not by itself enough to modify student behavior. If students are to change their patterns of behavior, they need more structure. By a specified date they must submit a full statement of their subject and a working bibliography. Later they must show their note cards, and still later they must a rough draft. The final version, carefully presented in the proper format, should be turned in with rough drafts, note cards, and xeroxed copies of all magazine articles utilized. Only by checking to see that the student actively goes through the entire process step by step can the teacher hope to modify student behavior. This procedure, moreover, should allow the instructor to supervise his students' work so closely that plagiarism should be almost impossible.

The problem of modifying attitudes, however, is more complicated. Many students who have not matured enough to appreciate the values involved in higher education will resent the work. Others who should never have enrolled in college may find that their values are leading them toward some other form of education, such as a trade school. Still others will not meet the requirements and will fail the assignment and perhaps the course, so that the instructor who establishes clear requirements and insists that his students meet them must be prepared to give students failing grades. Yet if a university education does involve learning to think critically--learning how to gather, analyze, and present data--teaching the research paper thoroughly is a valuable method. On the other hand, if careless or plagiarized work is accepted, instructors, probably without being aware of what they are doing, are teaching values that undermine university education.

Thus teachers have a choice in freshman composition. They can eliminate the research paper and hope that students will pick up the skills and values they need elsewhere; or they can halfheartedly teach the process of the research paper and subtly undermine the principles of a university education; or they can effectively teach the process of writing a research paper and hope that as students learn the appropriate patterns of behavior, they will also learn the appropriate values. If faculty give this matter some thought, most, despite knowing that they will meet resistance as they try to overcome the inertia of students, will select the third alternative.

And student attitudes seem to be changing once again. Perhaps I am wrong, but more students seem to be taking education seriously, more seem prepared to accept their teachers as authority figures. Thus in the last half of this decade, hopefully student and faculty attitudes will merge to strengthen the commitment of the university to the critical examination of ideas and carefully reasoned thought, for however weak man's ability to reason may be, it is the tool with which he may hope to shape his future.

INSTRUCTIONAL SERVICES OF THE UNIVERSITY LIBRARY

University of California, San Diego

In very general terms the purpose of the instructional services program is to familiarize users with procedures for finding information in the libraries of UCSD. The Instructional Services Office was established to coordinate the many specific activities relating to this objective, and it is the intent of this statement to outline the scope of the Instructional Services program here at UCSD and to indicate what the responsibilities of the Instructional Services Office are.

The principle responsibilities of the Instructional Services Office are as follows:

1. The Instructional Services Office, working with the Assistant University Librarian for Public Services, will coordinate all library orientation and bibliographic instruction programs and materials for the UCSD University Library.
2. The Instructional Services librarian oversees the planning and working operation of instructional programs carried out by librarians in all departments and branch libraries.
3. The Instructional Services Office will be the source for technical assistance in creating materials, and will make available audio-visual equipment and printed reference resources for developing and presenting effective programs. Instructional Services will provide or assist in the production of publicity for courses and other instructional programs.
4. In addition, the office will conduct regular meetings with instructors, sponsor training seminars, promote communication between staff and users of instructional programs, and encourage the development of the teaching skills of librarians.
5. The Instructional Services librarian is responsible for the selection and overall performance evaluations of teachers of Contemporary Issues 50 and other courses.
6. The Instructional Services Office will be engaged in continuous evaluation and program review. Programs will be altered and new approaches to library instruction will be developed as appropriate to meet changing needs.
7. Instructional Services will work with the campus offices which are concerned with improving study skills, to provide instruction in the development of library skills.

PROGRAM DESCRIPTIONS

1. Introductory bibliographic instruction course:

This course provides the basic introduction to the UCSD Library and its resources. The student is introduced to units and branches of the library and becomes acquainted with their resources. The student learns to locate library materials through the card catalog, in-process file and serial record. Through practice exercises, the student learns to use various reference tools to carry out an efficient search strategy. The text for the course, Guide to Finding Information and Materials in the UCSD Library gives basic information on reference tools in the Central Library and Cluster Library, including call numbers of works. Supplementary texts and information sheets are used as appropriate.

Such a course, Contemporary Issues 50, is being offered now. It will remain a core element of the library instruction program.

This is a lower division course aimed at the student who has had two or three quarters of college.

2. Subject-oriented bibliographic instruction course:

This course will focus on a specific subject area and its information tools. It could cover a broad subject area such as Black Research or a specific field as Art History.

The student will learn how information is organized in the subject area and will learn to use basic and advanced reference tools.

Edith Fisher's section of Contemporary Issues 50 approached this type of course, but as a lower division course, did not include sufficient advanced materials.

This course will be appropriate for upper division students entering their majors or beginning graduate students.

3. Independent study:

Individual students would work with a librarian to fully investigate reference tools and resources in a specific subject. Use of resources at other libraries could be included, as well as resource persons. An extensive bibliography would be prepared as the product of this work.

Projected.

Independent study would be taken for 199 credit by upper division students.

8. Point-of-use audio-visual instruction:

Using audio-visual presentation, these will teach library users how to use specific tools such as the card catalog or periodical indexes.

Projected.

Appropriate for all who need more information about using these tools.

9. Bibliographic Guides:

Printed introductory bibliographic search guides will be available on a variety of topics of current interest. These would permit students to go directly to reference tools without the assistance of the librarian. Library Pathfinders are examples of this type of guide.

Phil Smith and Margo Sassé's film guide is a current example. Continuous development projected for all libraries.

These would be primarily useful to undergraduate students.

10. Class Sessions:

Working with faculty, librarians will offer one or two hour introductions to library resources appropriate for particular courses. Hopefully these sessions can be given when the class has just received term paper assignments.

These are presently given but greater availability is projected

These would be offered to all students, undergraduate and graduate. They can also be available to classes from high schools and other colleges.

11. Library Seminars:

Occassional sessions will be offered to introduce students to library resources on topics of strong current interest. They would be presented on a regular basis.

Sue Galloway's seminar on women's resources was an example. Others are projected for 1974-75.

These would be primarily intended for undergraduate students, but could be varied to appeal to more advanced researchers.

BRIEF DESCRIPTION OF THE BIBLIOGRAPHIC INSTRUCTION PROGRAM

Harlan Hatcher Graduate Library
The University of Michigan

Since January 1973, librarians in the Harlan Hatcher Graduate Library have been attempting to help graduate students cope more efficiently with the intricacies of library research. Reference librarians Anne Beaubien, Mary George, and Sharon Hogan have organized and taught a number of custom-made courses for advanced graduate students in American culture, history, and literature (three distinct courses); archaeology; comparative literature; cultural anthropology; English literature (various sub-areas); European history; general, community, and social psychology; and political science (specifically the areas of American government and international relations).

The courses are designed to meet the specific needs of doctoral students in each field. Depending on the interests of a given group, attention is also focused on specialties within a discipline, for example, twentieth century American literature or international politics. Classes are small, a maximum of twelve students per section, and are conducted informally in the Graduate Library. All materials are examined as they are discussed with examples chosen to relate to the area in question. Comments and questions from students based on their own library experiences are essential for getting to the root of past difficulties.

With two exceptions -- a required three-credit course for American Culture students and a one-credit elective in the English Department -- the courses have not been offered for credit, a fact which permits considerable flexibility in scheduling and content. Classes meet one or two hours per week for a total of from six to twenty-four contact hours, depending on the needs and wishes of the students. Handouts giving citations and call numbers are prepared for each session so that students have only to take notes about the features of the works being discussed. Credit courses involve an annotated bibliography on a topic of the student's choice accompanied by a detailed research diary.

Among the concepts covered in a typical series of sessions might be indexes and abstracts; bibliographies (subject, trade, and national); dictionaries, handbooks, and encyclopedias; biographical sources and directories; lists of dissertations and manuscripts; book, theater, and film reviewing sources; and statistical compendia. The order of presentation, like the actual titles considered, does, of course, vary with each group. This does not mean that only highly specific and complex sources are treated. On the contrary, the intent is always to build on the basics, assuming no prior sophistication (an assumption invariably confirmed by a brief, straightforward pre-test designed for each class), but relating even the most elementary sources to the students' interests. An orientation tour is always given at the beginning, and some time is devoted to clarifying such perennial mysteries as the filing sequence of the card catalog, subject headings, and how to determine which issues of a journal are held by the U of M Library system. Guest lectures on government documents or map resources and "field trips" to other campus libraries and special collections are often scheduled.

As we continue to gain experience working with graduate students, we tend to increase our emphasis on theory and on the interface between discipline structure and bibliographic structure. More and more we find ourselves stressing the creative interaction of human and bibliographic elements in the research process. Students need to understand how scholars communicate, the form and structure of the literature that communication creates in each discipline, and how all forms of the literature can be identified. Ultimately, we hope students will be able (1) to analyze their questions into answerable components; (2) to design an efficient over-all research strategy, ordering components in a logical and systematic sequence; (3) to select up-to-date, reliable sources to resolve each component; (4) to re-state components, re-order sequences, and select alternative sources whenever their initial procedure proves unsatisfactory; (5) to develop a sense of the probabilities, limitations, and priorities of library research in their field; (6) to transfer their research ability in time, in place, and between disciplines; and (7) to demonstrate their research expertise in their publications and teaching.

An impossible goal? Perhaps. But not an inappropriate one for the library profession.

Harlan Hatcher Graduate Library
The University of Michigan
Ann Arbor, Michigan 48109
313-763-5128

Anne Beaubien

Mary George

Sharon Hogan

ORIENTATION AND INSTRUCTIONAL ACTIVITY IN THE UNIVERSITY OF CONNECTICUT LIBRARY:

A Report of the Orientation Committee 1976/77

I. Introduction . . . . p. 2

Schedule of Activity . . . . p. 3

II. Development. . . . . p. 4

III. The User . . . . p. 5

IV. The Program. . . . . p. 6

Orientation: Open House . . . . p. 7
Orientation: Departmental Responsibility. . . . . p. 7
  Information Desk . . . . p. 7
  One-to-One Orientation . . . . p. 8
  Evaluation . . . . p. 9

Orientation: Freshmen Summer Program. . . . . p. 9

Orientation: Tours. . . . . p. 10

Orientation: Signs. . . . . p. 11

Orientation: Library-Faculty Liaison. . . . . p. 11

Orientation/Instruction: Special Orientation Programs . . . . . . p. 11

Orientation/Instruction: Publications . . . . p. 12

Instruction: Individual Instruction . . . . p. 12

Instruction: Classroom or Group Instruction . . . . p. 13
  Evaluation . . . . p. 14

Instruction: English 105 Project. . . . . p. 14

Instruction: Bibliographies . . . . p. 15

Reaching Out . . . . p. 16

Cheryl Comiskey, Chairperson
Lucy Deluca
Camille Forman
Nancy Kline
Kathleen McKee
Leanne Pander
Christine Smith
Constance Hanna

BEST COPY 001

I. INTRODUCTION

A coordinated program of library orientation and instruction makes available to every member of the academic community the opportunity to increase his knowledge of library resources according to his needs. Specific instructional aspects of the program develop the user's understanding of the procedures used to gain access to the Library's resources. Specific orientation aspects of the program create an awareness of the extent, scope and usefulness of library resources. The program is intended to lead toward an integration of library instruction with other academic instruction within the University and ultimately enables the user to function in all bibliographic environments.

The current organization of the orientation/instruction program at the Universtiy Library is integrated within the functions of the public service departments under the general responsibility of the Assistant University Librarian for Public Services. The Library capitalizes on a staff interested in effective interaction with patrons and an Orientation Committee coordinates many of the activities which rely on participation of the library staff in general for implementation.

This approach has served library patrons adequately but the Library would like to do more. A dynamic program in which the Library reaches out to people, anticipating and providing instruction/orientation within the context of ongoing curricula and programs is possible. The occasion of a new library building will present its own difficulties but it offers an opportunity to explore new options and to plan for an Information and Orientation/Instruction Services.

The concept of an Office of Information Services is -- like motherhood and apple pie -- a Good Thing! Such an office would be responsible not only for the daily coordination of general information service given library patrons but also for the coordination, development and encouragement of orientation/instruction activity. As we consider the immediate future of a new building, however, is establishment of a new service a realizable goal? The Orientation Committee feels that it is a goal which must be achieved and welcomes the chance to contribute to the discussion and development of such an office: the needs of patrons and the patterns of library service to meet those needs have been converging in this direction for some time.

The Orientation Committee sees the program statement which follows as beginning chapters of the Library's coordinated effort to develop an orientation/instruction program which works toward the long range goal of integrating library instruction with course curricula whenever possible. The schedule of activity which is attached demonstrates how the Orientation Committee will work toward its goal of providing library orientation and basic instruction to most undergraduates during their freshman year by 1980/81. We assume that the English 105 project, although experimental and preliminary at this time, will be continued and built upon as a basic element of our program. Other aspects of the program which work toward achieving our goal include

ORIENTATION COMMITTEE - SCHEDULE OF ACTIVITY

	Long Range Programs	Activities
Spring 1977	Review Eng. 105 Project Liaison Pilot Project — Evaluate; Establish written guidelines, etc.	Revise Fresh/O. Establish Info Kit procedures
Summer 1977	Plan workshop, Eng. 105 Plan Phase 2, Liaison	Fresh/O Review signs Plan Open House/Tours Plan Fresh/Honors
Fall 1977	Engl. 105 — reach 1/3 TA's Expand Liaison to 6 depart.	Open House September Tours Honors Orientation
Winter 1977-78	Plan specifics of transition of orient. activity to new bldg.------- Review Engl. 105 Review Liaison	including revision of printed materials
Spring 1978	Review Engl. 105 Liaison Phase 3--total 10 depts(?) Transition--at this point must consider impact on planning of Open House, Special Tours(?) Fresh/O and Honors Orientation sessions	Plan Fresh/O--in light of new building
Summer 1978	Plan Engl. 105 workshop Review Liaison Move--------------------------------	Fresh/O to new building------
Fall 1978	Engl. 105 workshop--reach second group of TA's--total 2/3's reached Continue (expand ?) Liaison Office of Information-----------------	Honors/O Open House Tours
Spring 1979	Review Eng. 105 Review Liaison	Revise Fresh/O
Summer 1979	Plan Engl. 105 workshop Review Office of Info and Orientation Committee	Fresh/O
Fall 1979	Engl. 105 workshop—reach third group of TA's—all TA's reached Continue (Extend) Liaison (?)	Honors/O Open House Tours

continued cooperation with the Student Activities Office to reach freshmen during the general orientation in the summer, continued cooperation with the Honors program office to reach these students specifically during the fall semester, and expansion of the English 105 project to reach a majority of students who take this course annually. This is a coordinated and solid program: with continued review and effort it will be an excellent program.

We realize that by concentrating our efforts at this level we are not specifically meeting the needs of graduate students or faculty. Perhaps the development of the Liaison project, designed to improve library-faculty communication, will help to meet some of those needs or will help us identify ways of meeting them. The Liaison project may offer also a chance to monitor our effectiveness in reaching the undergraduates by getting feedback from their teachers as they progress through their degree programs.

As a committee, however, we feel that we must make a decision about our priorities which we are prepared to support. We are aware that we are an advisory committee. Even as we commit our efforts to meeting the scheduled activities, other facets of reality intrude: Will there be an Office of Information? What will demands of service like HASIC impose on other reference/instruction activity? What demands on staff time will an ongoing liaison program create? Given the questions which staffing a new building raise, we feel that the Library administration must consider its long range program priorities and decide if it is prepared to support and encourage the goal proposed by the Orientation Committee.

II. DEVELOPMENT

The Library Orientation Program Committee was established in February 1975 by the Assistant University Librarian for Public Services who served as chairperson of a group of volunteers. The committee was asked to determine its own scope of activity, the general guideline being to review all factors affecting user orientation and instruction.

At the time, there was no overall program. Each orientation and instruction activity proceeded independently. There had been no determination of faculty or student needs with regard to orientation/instruction; therefore, the Library could not be sure that the orientation/instruction activities which existed met genuine needs. During the one year of its existence, the Library Orientation Program Committee initiated or took charge of some of the specific activities which continue as assignments of the current Orientation Committee: a slide/tape show for freshmen summer orientation; revision of the Library handbook; a Fall Open House and September Tours programs; an Activities Fair booth; a self-guided audiocassette tour of the Library with improved library signs. Since these activities originated within one group some coordination was achieved although a formal program of orientation/instruction was not established

The Orientation Committee as it is presently constituted and described has existed since June 1976. The chairperson is the Assistant University Librarian for Public Services and the committee is advisory to the chairperson. There are five to eight committee members, consisting of designates from Circulation, Reference, Gobernment Publications, Micro/media-Reserve and Technical Services Departments and up to three volunteers who are appointed at large.

The committee is charged with responsibility to coordinate all of the orientation/instruction activity going on in the various Library Departments and in the Library as a whole. This includes the critical examination of all present orientation/instructional efforts, the development of a comprehensive program statement which will provide a framework and rationale for all library orientation/instruction activities and the development of orientation/instruction activities which will meet the needs of readers at all levels of use.

Because the committee's charge is comprehensive, including areas of instruction and departmental orientation, there is an overlap with the objectives and activities of the individual Public Service departments. However, members of the Committee appointed from specific public service departments are evolving liaison roles which should minimize conflict between the committee's activity and the normal functions of the Public Service Departments.

Although departmental responsibility for orientation and instruction traditionally has been of concern to the public service departments, as the Orientation Committee has reviewed the program this year, it has become increasingly aware of the need to involve all areas of the Library in the orientation/instruction program. The impact of user needs on technical services may not be apparent to public services staff planning ways of meeting user needs. Decisions made by the technical services departments frequently have considerable impact on users. To speak as if the interests of the public service departments and not technical service departments are directed to meeting user needs is to continue a dichotomy which will not best serve the library patron. The Orientation Committee has found the insights of its current technical services member extremely valuable. The Committee also sought out a technical services department member to be on its faculty-liaison subcommittee when that committee was formed this year. The Committee is recommending that technical services representation to the Orientation Committee be increased when new appointments are made.

If the orientation and instruction program is to be a library function at more than the departmental level, it is essential that the library administration seek new ways to encourage a program which meets the long-range challenges of user orientation and instruction. Improvement of intra-library communication, in areas of policy and procedural decision making, is necessary in order to avoid any tendency toward parochialism,all staff, whether "technical serivces " or "public services" of "administration" should understand fully the relationship between their own functions and the needs of the library user.

III. THE USER

Traditionally the users of the University Library have been the undergraduate and graduate students, the faculty and the staff of the University. Statistics for the past five years show that undergraduates borrow the greatest percentage of books; graduate students are the next most frequent borrower, and faculty/staff are third in terms of loans.

While circulation statistics in general provide only a limited view of library use, they show an increase of users in the public borrowers category. Public borrowers, defined as residents of Connecticut, not connected with the University, 18years or older, have increased in number from 530 in 1970/71 to 1091 in 1975/76. This has been due largely to the legislative change in 1973 which provided that any student enrolled in any unit of the State system of higher education "shall be permitted to use the library facilities and services of any other institution in said system." (Public Act 73-10). At the University Library, this concept has been extended to allow any citizen over 18 the right to borrow library materials.

The traditional borrowers (undergraduate and graduate students and faculty and staff) share a common tie--the University--although their needs differ significantly across disciplines and within levels of intellectual sophistication. The second group of borrowers--the "potential users" or "public borrowers"--has increased in number and the new library building will very likely generate even more use by this group of people.

Circulation statistics cannot indicate however, the qualitative changes in the ways in which library resources are utilized, changes which have been observed by library staff in recent years. Emphasis in undergraduate education has shifted to more independent learning, requiring greater use of reference materials, more term papers and certainly greater use of materials on reserve. While this change in education has been taking place, the Library has been changing also. Librarians realize the need to integrate their activity with what occurs in the classroom and are beginning to explore ways in which to participate more directly in the educational process.

IV. THE PROGRAM

The program of Library instruction/orientation has four broad components which are ongoing and simultaneous: orientation, instruction, reaching out and evaluation. The activities are an integral part of the Library's public service function and the evaluations noted may serve as a guide for continued planning.

Orientation activities are designed to familiarize the potential user with the physical plant, as well as the location and availability of resources and services within the Library. Members of all departments participate in the library wide orientation activities which are organized and coordinated by the Orientation Committee. These activities include Open House, Freshmen Orientation, and staff guided tours. In addition the Orientation Committee is responsible for making available a self-guided audio cassette tour, for revision of signs throughout the building, and for various published locational guides.

Orientation to the Library is a complex activity. Major and specific categories of users or types of need can be identified and met by the specific orientation activities coordinated by the Orientation Committee. Ongoing point of use needs are met continually at service points throughout the Library.

Instruction is designed to provide information in some detail about specific library resources, an even more complex function than orientation. Instruction continues at service points whenever a patron asks a reference question. Primary emphasis is placed on helping students develop sound library skills and bibliographic control over a particular area of study and on assisting faculty to use library resources to facilitate research. Formal classroom instruction, frequently in specific subject areas, is an integral part of the bibliographic instruction program of the Library.

Reaching out. A library is an integral part of an academic community. It is important for the University Library to communicate with the people we serve. Written material like the Library handbook introduces library resources and services and provides a starting point for the user. The Library is more than a static collection of books, however; collections expand, services change and the impact of broad University needs can influence patterns of library use. Thus the Library must provide for frequent communication via newsletters and news articles so an informed community can effectively use the library.

Evaluation of the overall program and of specific elements of the program is important if the changing needs of users are to be met. A positive evaluation is implied if the performance objectives and long range goals of the program as outlined in the schedule of activities are successfully accomplished. Library staff perception of user response and input from other groups with whom activities are conducted are discussed in each section of "The Program" which follows.

IV. ORIENTATION: OPEN HOUSE

The annual Open House is designed to acquaint the campus community with the Library and the people who work here. It is planned as a day of informal activities which may interest patrons in more substantive instruction in library use.

The Open House program is integrated in other orientation activities. Publicity is featured in the slide/tape show used to orient freshmen and transfer students in the summer and in the information kit which is sent to new faculty members. Additional publicity is achieved through an announcement mailed to faculty and staff just before Open House. Open House itself offers a chance to reach patrons about other orientation activities available to them. "September Tours," the self-guided tour, and the Faculty Information Kit are emphasized during the Open House tours.

Our evaluation of Open House is based on the response of people to staff throughout the day. Numbers of plants and books sold, numbers of cookies, donuts, and cups of coffee/punch consumed indicate attendance in a 1-2000 range. We are particularly encouraged by the number of people who take tours throughout the day. Averaging four tours/hour, approximately ten people/tour, a total of two hundred and fifty people tour the Library during Open House.

IV. ORIENTATION: DEPARTMENTAL RESPONSIBILITY

The Orientation Committee's responsibility for coordination or continuation of orientation activity supports the ongoing responsibilities of Library departments.

Information Desk. The Library Information Desk provides almost unlimited op-

86 BEST COPY

opportunities for orienting the potential user to the physical plant and the services offered by the Library. The majority of questions received at the Desk are directional; the staff may respond to these questions verbally or by actually leading a patron to his destination, depending on the individual's needs. The Information Desk is the central point where patrons can learn the hours of all Library departments, including vacation hours. Details on most exhibits, poetry readings, classes, seminars, tours, or any other activities held in the Library may be obtained at the Information Desk, and a supply of Library maps, brochures and other printed guides are always available there. Assistance with the Public Catalog and the Journal Directory is also an important component of this service.

The Circulation staff is the backbone of the Information Desk; at all hours the Library is open, a Circulation person attends this desk. Volunteers from other Library departments who are trained by the Circulation Department serve at the Information Desk also. Other departments such as Reference, Serials and Cataloging participate in the training of Information Desk personnel. Volunteers are an important backup group but they serve 1-2 hours each during weekdays only, and they seldom cover the desk without a Circulation person as a second. For the Circulation staff members, however, the Information Desk comprises 50% or more of the work time each week: it is a major part of their responsibilities since there may be no other staff available to give assistance with library resources on nights and weekends.

IV. ORIENTATION: DEPARTMENTAL RESPONSIBILITY

One-to-one orientation. In addition to the orientation activity of the Information Desk, much general orientation occurs through the regular functions of library departments. Interaction between patrons and Reference librarians which occurs over the Reference Desk includes: providing location information for books, journals and library services; describing the content of Reference Collection, or describing library collections in general for new users--particularly new faculty or graduate students who will ask questions soon after their arrival on campus; giving detailed descriptions of library resources to special groups such as freshmen counselors, new graduate students, or groups of new faculty of a particular department (e.g., Nursing). Government Documents librarians fill an orientation role similar to that of Reference librarians, describing the arrangement and use of government publications. Orientation is given on a one-to-one basis to faculty and students who wish to familiarize themselves with the documents collection.

Other departments which frequently carry on orientation on a one-to-one basis include Special Collections, the Map Room, Micro-media and Reserve. These departments explain the specialized collections which they administer. The Acquisitions Department explains ordering procedures to individuals on request.

Library Services for the Handicapped staff orient students with a disability to the Library and its resources. This includes mobility instruction for blind students and guiding wheelchair-bound students from the handicapped entrance through to the main part of the Library. Copies of the floor plan of the library are available with access routes mapped out.

IV. ORIENTATION: DEPARTMENTAL RESPONSIBILITY

Evaluation of the effectiveness of staff in fulfilling an orientation function is informal, a process rather than a procedure. At the moment of orientation, the staff member works with the library patron until it is clear from the parton's response(s) that the necessary information has been obtained. Follow up and informal staff evaluation frequently occurs in the context of department staff meetings in which experiences are shared.

Each department seems to have its own variation of this evaluation process. The Map Room follows the outline quoted above. In larger departments, for instance Reference, librarians alert each other to problems and share their knowledge of helpful sources for answering difficult questions. In addition, the Reference Assistant program is a stimulus for careful review of reference service, as its elements are considered in teaching others.

The staff of the Circulation Department who fulfill a major role in individual orientation and instruction through the Information Desk, also must interpret policy to patrons. Staff meeting agenda include a "how would you handle . . ." section where a specific policy problem is discussed by the staff with input from all members.*

Another evaluation check on an information point (whether Information Desk, Reference Desk, Reserve Room Desk) is feedback from other departments concerning referrals from the information point to a particular department.

IV. ORIENTATION: FRESHMEN SUMMER PROGRAM

The summer orientation program for incoming freshmen uses a slide/tape featuring slides of library activities and a script which gives a few basic "how-to's" of Library use. The program may be considered a specialized "tour" since its purpose and the manner in which it accomplishes the purpose is akin to the purpose of tours--to introduce users to the Library, the people who work here, and functions and services offered by various departments.

The Orientation Committee is charged with producing/revising the program, reviewing its effectiveness and organizing procedures for cooperating with the Student Activities Office to integrate the program with the overall orientation for freshmen. A member of the Orientation Committee serves as liaison with the Student Activities Office, and coordinates committee activity for program revision.

Close cooperation with the Student Activities Office has led to a productive integration of our program with theirs (which is an extensive effort to introduce students and their families to the University). The student leaders who guide freshmen through their first impressions of the University have been responsive to our efforts to make the Library orientation a good experience and seem willing to help us convey our "message". This reflects the attitude of the Student Activities Office staff who are interested in providing technical assistance as well as moral support. Their evaluation of our program is encouraging: our technique of presentation has improved and we are assured that reponse of students to the substance of the verbal script has been positive.

---

* The Circulation Department recognizes that the questions directed to information personnel often require in-depth, specialized assistance. This is in turn indicates that there is a need for input (specifically an individual who can help) by other departments in order to provide the total information requested by the patron.

The orientation program is a good one. We have compared it with a program touted by the Library Orientation Instruction Exchange (LOEX) as one of the best programs they had reviewed. Our program's content was better organized and our presentation was much more dynamic. It may be possible to use the orientation program in other ways: parts of it might be extracted to use as introduction for some reference seminars (e.g., Honors Program) and the Student Activities Office has suggested using it when they travel to other areas of the State to meet with parents.

IV. ORIENTATION: TOURS

Staff guided. A basic, staff guided tour of the Library is adaptable for Open House and for September Tours. The September Tours (for two weeks following the week of Open House) are advertized during the Open House as an alternative which may give a more leisurely and comprehensive introduction to the Library compared to the Open House tour which necessarily is limited by time and number of people. The objective of the tours is to acquaint visitors with the various departments, their functions and services--particularly to affirm the idea of the Library as a resource center and of Librarians as helpful and friendly people. We have developed and continued the September program in response to the favorable comments of patrons who have participated in the tours. They seem to appreciate the detailed orientation to the Library which the program offers.

Throughout the year requests for tours are directed to the Orientation Committee which has designated a committee member to serve as a coordinator to secure the right number of guides for the size of the group and to plan or emphasize resources of particular interest. Both Reference and Circulation departments receive such requests, frequently from high school teachers or from other groups visiting the campus.

Self-guided, cassette tape. This tour allows a visitor to proceed at his own pace through the public service areas of the library. The Orientation Committee reviews the tape at least annually to account for changes within the Library. The Committee will consider the introduction of information modules which might include handouts or brief exercises in library use (e.g., a public catalog run-through) for various points on the tour. When the patron returns the tape and player to the Information Desk, he is asked to fill out a brief questionnaire which will give us information about the effectiveness of the tour.

IV. ORIENTATION: SIGNS

Informational and directional signs are important in securing independent use of the Library patrons, particularly in a building as complicated as the University Library. Because physical alterations have been extensive over the years, and because space for collections and service points has been at such a premium recently, the sign situation has become problematic. The Assistant University Librarian for Public Services has attempted to coordinate signs, while the Orientation Committee, Circulation and Reference Department staffs identify areas which need them. Although, the ad hoc nature of the accommodation of physical plant to library use patterns presents problems, a reasonable, systematic and comprehensive approach to signage in the building has been achieved.

IV. ORIENTATION: LIBRARY-FACULTY LIAISON

The Liaison Committee, a subcommittee of the Orientation Committee, has developed a proposal to establish a program of liaison between members of the library staff and faculty of academic departments. The Library recognizes that the successful functioning of the Library as an integral part of the academic life of the University depends on a close working relationship with the faculty. The purpose of the proposed liaison program is "to establish closer ties to the faculty, to be better able to explain our services and requirements, to aid faculty in research and teaching needs and to encourage directed use of the library by students, with library and faculty cooperation."

The Liaison Committee conducted a pilot project Spring 1977 semester. Three departments and three library staff members were asked to participate in the experiment. There are many questions which are unanswerable at this point. Questions of training for library liaison people, amount of time, effectiveness of discussions and faculty expectations will be answered, at least in part. The results will be evaluated carefully before planning for a larger program is comtemplated.

IV. ORIENTATION/INSTRUCTION: SPECIAL ORIENTATION PROGRAMS

For some time, the Reference Department has organized and carried out two special orientation programs, which include elements of library instruction. Special programs for Summer Program participants have included tours of the Library plus specific assistance with bibliographic sources. Orientation is followed up by a great deal of contact between librarians and students as they complete library assignments.

The Freshmen Honors Orientation Program has provided one day of in-depth tours of the Library plus lectures indicating to new students the range of subject reference resources available to them in an academic library. This session is held in addition to the regular freshmen orientation held through the summer. This year, because of time and staff constraints both in the Honors Program Office and the Library, the fall sessions were not held. The Library did, however, partcipate in the Honors Program's series of mini-courses in the spring. These courses are voluntary and are open to all honors students, not only freshmen. The Library mini-course consisted of two sessions: a general session on effective research techniques and an introduction to types of library materials, and subject sessions focusing on library research in specific disciplines. About twenty students attended the mini-course, a good turnout according to the Honors Office. Students were very responsive, and it is planned to offer the course again next year.

Both the Honors Program and the Reference Department do wish to reinstate the special orientation program for incoming honors students, as this is the only program which can reach all the freshmen honors students when they are together as a group. With the availability of the slide/tape show, tours could be eliminated and these sessions could concentrate on bibliographic instruction.

IV.ORIENTATION/INSTRUCTION: PUBLICATIONS

A variety of handouts are used by the public service departments to provide quick guides to answers of frequently asked questions. Library locational guides and Library handbooks and a brief guide to locating journals in the Library are available at the Information and Reference Desks. "Play the Library Game" is a unique publication used by the Reference staff which is frequently incorporated into classes which focus more on orientation than on subject bibliography. It was developed for use with Summer Program and CONNPEP students and is reissued frequently. "What is a Government Publication" is used in similar fashion by staff of the Government Publications Department. "Do It At the Library" is a handout, developed to graphically highlight some of our services and to provide a quick reminder of the hours the Library offers the services.

Miscellaneous lists and handouts may be prepared in answer to a recurring reference problem and are intended to help fill the gap which exists when librarians are not on duty, for example "locating Reference Materials" and "Bibliographic Citations."

The Map Room and Services for the Handicapped departments each have single page handouts which offer information about the resources or services of the departments.

IV. INSTRUCTION: INDIVIDUAL INSTRUCTION

Individualized instruction in library use ranges from the elementary through the scholarly level. Information Desk staff frequently asked for assistance in use of the author/title and subject catalogs, the journal directory and, when Reference Librarians are not on duty, many of the periodical indexes and other general reference tools. Information Desk staff also may give point of use mini-lectures on the use of the public tube many times a day.

Instruction in library use is a basic function of the Reference Department and encompasses all levels of bibliographic instruction and orientation: faculty, graduate and undergraduate. Emphasis is placed on providing instruction which will enable the user to explore the library resources intelligently on his own. A reference librarian working with an individual responds to the level and need of that individual. Depth of response is not predicated on the status of the user, but on the need.

Instruction in government documents use is a basic function of the Government Publications Department. Department librarians respond to user's needs in ways similar to that of the reference librarians. In a department like the Map Room, the staff member works with the patron until his needs are met.

The Coordinator of Library Services for the Handicapped fulfills a similar function on a one-to-one basis according to the needs and limitations imposed on students by their disabilities. Research assistance may be provided also. An attempt is made to give the student a system of resource searching which will allow him to direct an assistant when a special library service may not be available. While the coordinator physically does the research, she notes sources used and why, if they were effective and why not, etc., so the student can be library-use independent at a later date.

(For evaluation, please see comments under Orientation: Departmental Responsibility)

IV INSTRUCTION: CLASSROOM OR GROUP INSTRUCTION

Government Publications and Reference Departments provide course-oriented bibliographic instruction to groups (Subject Seminars): (1) Undergraduate --emphasis on basic sources; often involves preparation of bibliographic checklist and assignment; (2) Graduate--emphasis on full range of subject bibliography available; usually requires bibliographic handout. During 1975-76 the Reference Department gave eleven graduate seminars and twenty-two undergraduate seminars. One class session (lasting from one to two hours) is assigned usually to this activity. Occasionally more than one session is required. Seminars are given on request from the course teacher although the Departments seek to identify areas in which instruction to a group would alleviate problems for the students, problems which are recognized by department staff through daily reference interaction.

The Summer Program and Honors Program also include instruction in effective use of library tools. Subject bibliography was emphasized especially with the Honors Students in the mini-courses arranged at the beginning of the Spring 1977 semester.

Librarians from other library departments give seminars in areas of their particular competence. Seminar topics have included children's literature and art, German literature and history of American architecture. (For an in-depth evaluation, see the Reference Department Report, "Orientation, Bibliographic Instruction, and the Role of the Reference Department," July, 1976.)

In 1972, a two-credit course, "Library Research Methods" was developed. Several staff were involved in teaching the course which provided the student with a basic overview of libraries, bibliographic methods and sources. The course was further designed to add a bibliographic subject emphasis for each student according to major, by means of a subject seminar. This was beneficial to the students and to the librarians because of the review of sources the seminar presentation required.

The Library Research Methods course hasn't been offered since Spring 1976. When the Reference librarian who came to have full responsibility for the course wanted to work in other areas, the course was evaluated in terms of benefits to users and the involvement of staff time. The course was extremely valuable for the twenty or so students who participated each semester but the Reference staff felt that the amount of work involved should be directed toward larger numbers of students. The Orientation Committee agrees with this position, feeling that the Library administration should commit staff to a specific teaching function if a course for credit is a high priority of the Library.

EVALUATION

The response of students to a seminar and the continued demand for it are measures of its success. After each seminar or other classroom session, the reference librarian submits a brief report to the Reference Department Head, covering sources used, instructor, class size, handouts, assignments and a personal evaluation of the seminar. These reports are used to help evaluate the seminar program as a whole in the Reference Department's annual report.

Reference staff are encouraged to attend each other's seminars as time permits, and often have helpful suggestions for colleagues. The recent in-house seminars given for Reference Assistants were tape recorded; these and an experimental videotaping of a reference seminar gave the librarians involved very useful tools for self-evaluation of instruction techniques.

Seminars given by members of the Government Publications Department staff have been well received also. However, demand for the government documents seminars is infrequent, even though their availability is advertized in the New Government Publications Newsletter.

IV. INSTRUCTION: ENGLISH 105 PROJECT

The English 105 Project is an attempt to integrate undergraduate library instruction with course curriculum. English 105 was selected because more than 900 freshmen take this course yearly, primarily during the fall semester. Also, the Freshman English Program, in operation for many years, has been under review by the English Department and a new director was recently appointed. This review of 105 provided a good opportunity for the library to propose that library instruction be integrated with the curriculum. With the cooperation of the Head of the Reference Department and the Driector of Freshman English, a pilot program was begun. During the fall 1976 semester, members of the Orientation Committee met with a group of teaching assistants to plan a series of assignments based on specific selections in the Writer's Reader, one of the texts used in some English 105 sections.

The assignments are meant to serve as models for integrating library work with classroom instruction. They are designed to familiarize freshmen with basic tools of library research as they acquire skills in composition and analysis. The assignments require students to utilize the following basic sources:

Card catalog and Library of Congress Subject Headings
Periodical indexes

Reference books
Government publications
Micromedia

Even though the assignments are only in limited use this spring semester, the experience gained in formulating them was very useful. The Orientation Committee has become familiar with some of the difficulties inherent in the Freshman English Program, and the teaching assistants are learning more about the "resources and constraints" of the library. The Orientation Committee looks forward to continued, although somewhat different involvement with the Freshman English Program next semester. One event which will help define the nature of our continued interaction will be a workshop on library instruction techniques for teaching assistants, planned for the end of August. All new teaching assistants and those currently involved in the project will attend. We have elected to concentrate on the teaching assistants because they do the bulk of the teaching in the Freshman English Program. Teaching assistants have a turn-over rate of 1/3 annually, so that it will be three years before all teaching assistants will be included in a pre-semester workshop. We hope that a successful experience for some teaching assistants will increase the rate at which others (including permanent faculty) will decide to join us in generating and in using assignments designed to integrate curriculum with library instruction.

Evaluation of this semester's experience will be gathered from teaching assistants currently involved in the program and from the Director of Freshman English as a basis for both the planned workshop and next semester's work. Given the large number of 105 sections taught in the fall and the continued support of the program by the Director of Freshman English, we hope to have a substantial amount of experience with which to evaluate the program by December, 1977.

IV. INSTRUCTION: BIBLIOGRAPHIES

Publication of various printed bibliographic tools fills a variety of instructional pruposes. Unannotated bibliographic handouts are often prepared from the list of sources used with Subject Seminars. Bibliographies have also been developed because an individual librarian has a special interest in an area or because instruction needs have been identified with regard to special library collections. These may grow into annotated guides to the literature of the subject field and are published through the Library's Publications Committee.

Establishment of new institutes on campus may bring about the need for guides to materials available in the Library for special subject areas similar to the Black Studies Guide which was generated in 1970 in response to the University's efforts. These would have a basic approach to the collection and would be developed in a pamphlet-type format rather than attempting to be a comprehensive bibliography to an entire subject field.

Brief "how-to-do-it" guides have been prepared in the past for frequent reference encounters such as finding book or play reviews. The effectiveness of these handouts encourages the development of other publications which would cover other types of bibliographic assistance, such as how to find dissertations, biographical material, etc.

IV. REACHING OUT

Publicity for library activities is secured through a good, cooperative relationship with the University Publications Department, particularly through the University Chronicle which reaches all the University community. In addition, the Connecticut Daily Campus, which is the student newspaper, is an excellent communications aid and the FSSO Forum, published by the student government has shown interest in active coverage of the Library. The Assistant University Librarian for Public Services serves as a liaison through whom publicity information is disseminated.

The Library sponsors several kinds of publications which reach various groups of users:

Faculty Newsletter, published each semester;

New Acquisitions List, distributed monthly to faculty who request the service by selecting up to 13 LC subject classification areas;

New Government Publications, monthly distribution to faculty and staff;

Maps, distributed twice a semester to faculty and staff;

When the Circulation Department issues Public and Extended Borrowers' cards, brochures and letters are included to provide information on library services and hours and special instructions on the use of the cards.

At this time, the Circulation Department is responsible for answering "Bitch Tickets", a challenging task which may make or break a patron's esteem for the Library. The "Bitch Tickets" provide a mechanism for patrons to make their immediate needs felt and range from comments about the heating system to questions about the collections.

The Orientation Committee distributed a "Faculty Information Kit" which was sent to new faculty at the beginning of the fall semester. The kit included a letter of welcome from the Library Director, a list of some staff, the Library Handbook, information about Reserve policies and a special invitation to attend the Fall Open House activity. The Committee will explore a revision of this kit so it can be sent to new staff when the Circulation Department is notified of their names in order to place them in the computer file.

The Orientation Committee has organized some library participation in the annual Student Activities Fair which the Student Activities Office sponsors at the beginning of Fall semester to introduce students to campus groups and clubs. Even though Library involvement has been simple — posters, handouts, and friendly faces to answer questions — the Orientation Committee wants to stop this participation. We feel that service which meets the student's need when he comes to the Library is more effective than the occasional and chance encounter available at the Activities Fair.

Proposal for and Description of
Term Paper Clinic

STANFORD

February 1974

Term Paper Consultation

Meyer Library

Purpose and Need

To date, Meyer Library has offered orientation and instruction to students by means of a) orientation tours, b) slide tape presentation, c) class instruction in Library I, d) instruction within the framework of an academic course, and e) reference assistance at the desk. We plan to experiment now with a new type of instructional service which would meet a student's need not adequately covered by the above programs.

This project would be in the form of a term paper consultation to be held during the Spring Quarter 1974. It would provide an opportunity for the librarians to help students on a one-to-one basis to use library resources for the writing of term or research papers. Since many major reference sources are not familiar to students, the existence as well as the location of such resources needs to be shared with the student at the moment when he particularly requires it for either brief or in-depth research.

Some of the more specific reasons for student needs in this area are:

1. Lack of knowledge of existing research tools in Meyer and other Stanford libraries.
2. Increase in independent study or workshop type courses which encourage initiative in research by the student.
3. Increase in inter-disciplinary course content requiring an approach to term papers from different types of sources.
4. The arrangement of the collection at Meyer which often leads students to feel that they can or ought to find their own material with an apparent reluctance to ask for help.
5. The subject chosen, either because it is very broad or very specialized, presents problems to the student as a subject heading which he can pursue.

At present, some help is given by the Meyer librarians on term paper research in two ways; either in Library I which includes some research strategy, or at the Reference Desk where time is often limited. In the latter case, one or two suggestions may be made and the student may then disappear from view.

The advantages of a term paper consultation would therefore be

A. At a crucial point in his academic work, it would help a student who needs it by affording an easy and natural opportunity to request aid.

B. It would provide a one-to-one personalized approach to a given research problem with time to be sure, if possible, that the student finds helpful resources at Meyer, or knows where to go in the library system to get relevant information.

Goals

How big a project do we expect this to be?

The first attempt at this will be experimental in nature since the needs and responses of the Stanford student are going to be uncertain. Also the Spring Quarter is likely to be a time of least demand. This, however, would provide the staff with an opportunity to learn by doing and to have a good basis on which to make a decision for continuing or expanding the project in the future.

How much help would we try to give each student?

We would take enough time with a student to be sure he has something to start on. For some, this could be done by merely providing the names of indexes or bibliographical sources. For other, the librarian would go to the reference areas with the student to instruct in the use of the resources or to help in the search process. (approx. 5 - 30 minutes per student)

In instances where Meyer is not the appropriate library to use, the librarian might contact another library, be sure material is there and refer the student to that library. For materials in the Main Library Reference Room, the librarian would be expected to be able to give information about the resources available there or refer the student to the proper librarian.

Realistic Goals

We would hope that all students asking for help would be provided with one or more of the following:

a) A useful next step
b) One or more helpful resources previously unknown to the student
c) Guidance in the use of resources when needed

Fringe Benefits

a) Possibility that the librarians will learn more about the academic needs of the students and how well Meyer is fulfilling those needs.

b) The students may be encouraged to ask more reference questions in the future.

c) Visibility of the librarians as a staff.

Evaluation

A plan for the evaluation of the success of the Consultation in providing these goals and benefits is being worked out along with the plans for the structure. This will include questionnaires distributed to students ahead of time through Library I and Learning Assistance Center courses; follow-up questionnaires to st students who participate; records kept by the librarians on the subjects requested, the courses for which the papers are being written, time spent by the librarian, etc.

We expect the evaluation to be as specific as possible, as related to our goals as possible, and useful to planning for the future.

Slide Tape Presentation

A slide tape presentation is planned as a part of the Term Paper Consultation. This will be an orientation to the use of the library for subject search. It will be elementary in nature and could be preliminary to the aid which the librarian would give to a student for a specific paper.

The plan would be to run it on continuous loop throughout the three day period of the Consultation. It would shown on the Caramate with earphones in the same area where personal help is being given.

Not only does it seem that the content of such a presentation is a priority subject for student use of the library, but that having it available for this occasion would be a distinct advantage. Students could watch it while waiting and it would supplement and augment the services of the consultation. Not only would it be useful to the student but it would attract attention to the project and encourage students to ask further questions.

A tentative script with accompanying suggested slides has been prepared. The cost for materials should be $45 to $50.

Promotion and costs

Apart from the slide tape program, the only other cost as seen at present, is for promotion.

Since this will be experimental, the plan is to keep the cost absolutely minimal by confining it to the expense of Xeroxing flyers and bookmarks. The art work can be done by the student now working for Meyer.

University of Georgia Libraries
Athens, Georgia 30602

LIBRARY ORIENTATION PROGRAM
EVALUATION FORM

PLEASE CHECK THE REPLY THAT BEST EXPRESSES YOUR OPINION.

I. CONTENT

1. I THINK THE PROGRAM COVERED

_____ TOO MANY SUBJECTS

_____ ABOUT THE RIGHT AMOUNT OF SUBJECTS

_____ TOO FEW SUBJECTS

2. I FEEL THE PROGRAM LEVEL

_____ WAS TOO TECHNICAL

_____ WAS ABOUT RIGHT

_____ "TALKED DOWN" TO US

3. DO YOU FEEL YOU HAVE MORE CONFIDENCE IN USING THE LIBRARY NOW?

_____ YES _____ NO

4. DO YOU STILL FEEL UNCLEAR ABOUT ANY OF THE FOLLOWING? (CHECK AS MANY AS YOU WANT.)

_____ CARD CATALOG

_____ CALL NUMBER SYSTEM

_____ LOCATING A BOOK

_____ CHARGING OUT A BOOK

_____ RESERVE BOOKS

_____ PERIODICAL INDEXES

_____ SERIALS CATALOG

_____ MAGAZINES

_____ MICROFORMS

_____ MAKING COPIES

_____ GOVERNMENT DOCUMENTS

_____ OTHER (PLEASE SPECIFY)

____

____

II. METHOD OF PRESENTATION

5. HOW DO YOU FEEL ABOUT THE SLIDE/TAPE METHOD OF PRESENTING THIS INFORMATION?

_____ LIKE

_____ NEUTRAL

_____ DISLIKE

(OVER)

6. WOULD YOU PREFER ONE OF THE FOLLOWING METHODS?

_____ LECTURE BY LIBRARIAN

_____ VIDEOTAPE

_____ SELF GUIDED TOURS

_____ SLIDES WITH LIVE NARRATIVE BY LIBRARIAN

III. SUGGESTIONS

7. PLEASE GIVE ANY COMMENTS OR SUGGESTIONS YOU HAVE FOR IMPROVING THE ORIENTATION PROGRAM.

Office Memorandum • GEORGETOWN UNIVERSITY

TO: Mr. Jeffs **DATE:** Oct. 2, 1973

FROM: Marietta Plank

SUBJECT: Orientation Slide Show Evaluation

A total of 242 people, mostly freshmen, were asked to give their opinions on the Orientation Slide Show, which was prepared by the Reference and the Audiovisual Departments. The following conclusions can be drawn from the data which we received:

1. The show was definitely worth while according to over 95% of the people who viewed it.
2. Slightly over 55% of the viewers felt that they learned something new about the card catalog. However, 41% felt that they did not learn anything about the card catalog. We feel that this section of the program should be revised, and perhaps shortened.
3. 36% of the viewers felt that they learned something about the Reader's Guide. The majority, 61%, felt that they learned nothing new about the Reader's Guide. We should reconsider this section of the show; perhaps shorten it, or talk more about other indexes.
4. Most felt that the speed of the presentation and the material discussed was fine. However, if we revise the sections on the card catalog and the Reader's Guide, the 18% who felt that the information was too elementary will be more satisfied.

This is the first semester that we have shown a slide orientation program about the library. We would like your honest answers to the following:

	Yes	No	No Opinion
Do you think this show was worthwhile?	☐	☐	☐
Did you learn anything new about the:			
Card Catalog	☐	☐	☐
Reader's Guide	☐	☐	☐

If you felt the presentation was any of the following, please indicate by checking:

Information too elementary ____
Information too detailed ____
Presented too slowly ____
Presented too fast ____

Do you have any suggestions that might improve this show? ________________________________

032

Questionnaire responses

1. Was the show worthwhile?

			YES	NO	NO OPINION
Freshmen English	30		29		1
Freshmen History	129		121	2	5
Staff Members	12		12		
Other Students	71		68	2	
TOTAL ASKED	242	TOTAL	230 (95%)	4 (1%)	6
Total Response	240				

2. Did you learn anything new about the card catalog?

Freshmen English	30		20	10
Freshmen History	129		72	56
Staff Members	12		6	5
Other Students	71	TOTAL	36	30
TOTAL ASKED	242		134 (55%)	101 (41%)
Total Response	235			

3. Did you learn anything new about the Reader's Guide?

Freshmen English	30		11	19
Freshmen History	129		40	81
Staff Members	12		7	5
Other Students	71		31	37
TOTAL ASKED	242	TOTAL	89 (36%)	142 (58%)
Total Response	231			

4. Was the Presentation too:

			ELEMENTARY	DETAILED	SLOW	FAST
Freshmen English	30		5	1	4	2
Freshmen History	129		20	4	10	12
Staff Members	12		1			1
Other Students	71		19	1	7	7
TOTAL ASKED	242	TOTAL	45 (18%)	6 (2%)	21 (8%)	22 (9%)
Total Response	94					

LIBRARY POSTTEST--ENGLISH 101

Your Name: ______________________ Semester in School: 1 2 3 4 5 6

Your College Major: ______________________ Engl. 101 Section: 7:30 8:40 9:50

Directions: It is important to be accurate, but you should also work as rapidly as you can. You should attempt to answer every item in the test, even though you are not sure of each answer. You will have about 25 minutes to complete the test. As you will see, most of the items offer several alternative answers. For these, you should select the most accurate answer, then record the corresponding letter in the space provided. For the others, you should fill in the blank(s) or make the check marks the item requires.

____ 1. Suppose you are just beginning a library search for information and you must locate all books, journals, and monographs related to your chosen topic. Where would you begin the search?

A. In the appropriate departmental library.
B. In the books of the reference collection.
C. At the Readers' Guide collection, General Library.
D. At the Union Catalog, General Library.
E. At the Loan Desk of the first, second, or third floor.

____ 2. The cards within the Subject and Title section of the library's catalog (do, do not) indicate the names of the authors.

A. Do.
B. Do not.

____ 3. Library users who encounter problems in the use of the Library should seek help or assistance from the librarian at the:

A. Loan Desk.
B. Reference Desk.
C. Entrance to the west lounge.
D. Shelving Room.
E. Library Offices.

____ 4. Suppose you have found the name, call number, etc. of a book you intend to read. Your first step in searching for the book would be to go to:

A. The first floor of the General Library.
B. The appropriate departmental library.
C. A reference librarian for assistance.
D. The proper loan desk in the General Library.
E. None of the above.

084

5. In addition to the Subject and Title section and the Author section of the library's catalog, there is also a ____________________ section to the catalog.

____ 6. Purdue's library collection (of books and other materials) is kept:

A. In the General Library, Memorial Center.
B. On one floor of the General Library, Memorial Center.
C. In the General and the Departmental Libraries.
D. In the Departmental Library of your choice.

____ 7. The cards within the Author section of the library's catalog (do, do not) provide information concerning contents of topics within the books.

A. Do.
B. Do not.

____ 8. An example of a periodical is a:

A. Novel.
B. Dictionary.
C. Magazine.
D. Textbook.

____ 9. To serve the students and the other users of the Purdue Libraries, most books and other materials of the collection are:

A. Provided directly from the Reference Desks.
B. Arranged for "self-service" on open shelves.
C. Located for users by the person at the Loan Desk.
D. Kept in the Reserve Book Room.

____10. Suppose you have just located a catalog card for a book which interests you. Which of the following items of information would you expect to find on the card. (Check each item you would expect to find.)

____ A. Author's name.
____ B. Author's year of birth.
____ C. Author's year of death, if dead.
____ D. Author's place of birth.
____ E. If illustrated, an indication that it is.
____ F. City in which publisher is located.
____ G. Street address of the publisher.
____ H. Year in which publishing company was founded.
____ I. Year the book was published.
____ J. Date the book was last checked out of library.
____ K. Name of the publisher (or publishing company).
____ L. Number of pages in the book.
____ M. Call number of the book.
____ N. Year in which the book was purchased by library.
____ O. If book is on reserve, then a note to this effect.

____11. Students and faculty members (do, do not) have direct access to the library stacks where older materials are kept.

A. Do.
B. Do not.

____12. Suppose it is mid-semester and you have a book which is overdue. What steps will the Purdue Libraries take?

A. Notify you of the amount you have been fined.
B. Have the Bursar arrange to collect your fine.
C. Have the Registrar withhold your semester's grades.
D. Send you a notice saying the book should be returned.
E. Steps B and C, above.

____13. Each floor of the Purdue General Library includes:

A. A Reference Desk.
B. A Loan Desk.
C. A floor catalog.
D. A copy of World Almanac.
E. All of the above.
F. Only A and B, above.
G. Only A, B, and C, above.

14. Suppose you have heard about a book, but the only exact information you have is the name of the author. Where would you go first to proceed with the search?

____

15. Magazines, journals, and other library materials which are published at intervals throughout each month or year can be located through the ______________________ section in the Union catalog.

____16. Suppose you have selected a topic and you are about to begin a search of magazines and journals for articles on the topic. You would begin the search by:

A. Skimming contents of several of the most likely journals-magazines.
B. Looking in the Subject and Title section of the Union Catalog.
C. Asking for the materials at the Loan Desk.
D. Checking Readers' Guide and other periodicals indexes.

____17. Suppose you are looking for a book and all you know is its exact title. This information would be most helpful if the book happened to be a:

A. Foreign publication.
B. Novel.
C. Textbook in the social sciences.
D. Textbook in the physical sciences.

18. A special area on each floor of the General Library has open shelves containing ________________________________ issues of magazines, journals, etc.

____19. The bound volumes of magazines, journals, etc. are kept on the open shelves of the General Library if they are issues from recent years; however, the volumes are moved to the library stacks when issues become:

A. Five years old.
B. Ten years old.
C. Fifteen years old.
D. Twenty years old.

20. Suppose you must find information concerning the size of the 1961 Kansas wheat crop and the variety of new chemical fertilizers now on the market. What index or abstract series would you use in beginning your search for this information?

____

____21. Suppose you have just chosen an unfamiliar topic and you are going to write a lengthy paper (perhaps 30 pages) on the topic. Where would you begin your search for information?

A. At the Readers' Guide.
B. In the Encyclopaedia Britannica.
C. At the Subject and Titles section, Union Catalog.
D. At the Authors section of the Union Catalog, General Library.
E. At the Reference Desk of the first floor, General Library.

____22. In returning a book to the General Library, you should:

A. Take it to the Reserve Book Room, first floor.
B. Take it to the Loan Desk where it was borrowed.
C. Put it in a return slot on any of the three floors.
D. Return it to the shelf from which it was taken.
E. Do none of the above.

____23. Suppose you are searching in a card catalog and you identify a book you want. Then, when you locate the shelf where it should be, the book is not there. What would you do?

A. Examine books on the same shelf; they may be equally useful.
B. Ask the Reserve Book Room librarian if the book is on reserve.
C. Ask the Loan Desk librarian if the book has been loaned.
D. Look for the book in the Readers' Guide.
E. Do both A and C, above.
F. Follow steps A through D, above.

24. The following list includes the names of some collections and some services which exist within the Purdue General Library or Audio-Visual Center. Place a check mark or an "X" beside the name of each service or collection which exists either in the General Library or the Audio-Visual Center.

____ A. File of tests and examinations from Purdue courses.
____ B. Scoring service to grade students' tests and examinations.
____ C. Indiana, foreign, and metropolitan telephone directories.
____ D. Student directory card file.
____ E. Individual viewing-listening rooms for tapes, films, phono. discs.
____ F. Records of Purdue students' courses and their course grades.
____ G. Study rooms for small groups.
____ H. College and university catalogs, domestic and foreign.
____ I. Service which provides copies of Purdue tests and library materials.
____ J. Service which prepares bibliographies for individual students.
____ K. Microfilm records and publications, with "readers" (i.e., projection equipment) needed for reading the material.
____ L. Indexes of contents of the New York Times.
____ M. Catalogs of the library collections of each Big Ten university.

____25. To obtain books from the Reserve Book Room, users should know:

A. The name of the author and the book's title.
B. The name of the department, the author, and the publication date.
C. The name of the author, the book's call number, and the instructor's name.
D. The call number and publication date of the book.
E. All items of information in A through D, above.

____26. On each floor of the General Library, the reference books can be identified by their:

A. Red bindings.
B. Yellow bindings.
C. Red tape strips.
D. Yellow tape strips.

____27. As a library user, what information can you expect to find on a transaction card?

A. The name of a book's author.
B. The sub-title or contents of a book.
C. The date on which a book should be returned.
D. The date on which a book was entered into the Purdue collection.
E. All of the above (A through D).
F. None of the above.

28. The Union Catalog of the Purdue Libraries is located on the __________ floor of the General Library. If you encounter problems in using the Catalog, you should take your problems to the librarian at the __________________ desk.

29. In the spaces on the left, write the letter of the matching descriptive phrase or name. (For each term on the left, there is at least one matching phrase-name on the right; there may be more than one.)

____ Bartlett's

____ Who's Who

____ Dictionary of American Biography

____ World Almanac

____ Oxford English Dictionary

____ Business Periodicals Index

____ Encyclopaedia Britannica

A. Shows uses of English words over 800 year period.

B. Limited to notable persons who were no longer living by the year 1940.

C. Used to locate magazine or journal articles dealing with commerce, industry, etc.

D. Collection of famous quotations.

E. A one-volume encyclopedia, published annually.

F. Collection of authoritative articles in numerous areas of human knowledge.

G. Brief biographies of living and notable Englishmen.

H. Also known as New English Dictionary

____30. The Reserve Book Room includes a collection of books which:

A. Students must reserve in advance of using them.
B. Instructors or professors choose for special use by students.
C. Are reserved for use by professors, instructors, and University administrators.
D. Are used to replace books which disappear from the Library's open shelves or stacks.

31. Suppose you are looking for a magazine or journal article which is no more than two years old and concerned with the design of highway bridges. Which index or abstract series would you use in beginning your search for the article? ______________________________

____32. Which statement below describes functions or uses of call numbers?

A. They are the basis for arranging cards in the Author section of the Union Catalog.
B. They are assigned to newly acquired books in sequence; thus, they serve to indicate approximately when each book was first acquired.
C. They indicate primarily the period in history from which the book came.
D. They indicate the approximate location of a book and, in a general way, the book's subject.
E. None of the above.

33. Suppose you plan to write a paper on team teaching, homogeneous student grouping, and use of programmed instruction in the classroom. Which index or abstract series would you use in beginning your search for useful magazine and journal materials? ____________________

____34. Suppose you are using the Encyclopaedia Britannica in searching for information. You should begin by:

A. Searching in the index volume of the set.
B. Searching in the catalog volume of the set.
C. Asking the reference librarian for assistance.
D. Locating the volume covering the needed part(s) of the alphabet.

____35. The Library Bookstall is:

A. Arranged to serve as a second Reserve Book Room.
B. The one place in the Library where students may purchase books.
C. Intended to encourage leisure reading and informality.
D. Primarily devoted to reference materials in engineering.

____36. As a library user, you will normally find transaction cards:

A. In the card catalog on each floor of the General Library.
B. In a paper pocket at the back of a book.
C. At the Reference Desk.
D. In the Subject and Title section of a card catalog.

Evaluation of Students—
Description and Syllabus for
Library Instruction Course

LIBRARY 160

One of the goals of education is to develope an individual with the desire and ability for self-motivated education. In accordance with this goal, Library Instruction offers a course in self-learning to equip the student in the knowledge and use of the library.

IT IS THE RESPONSIBILITY OF THE STUDENT TO ACQUAINT HIMSELF WITH THE SCHEDULE OF LECTURE PERIODS AND TESTING TIMES. THE FINAL DATE THAT ANY TEST CAN BE TAKEN IS May 16.

READ THIS SYLLABUS CAREFULLY; YOU WILL BE HELD RESPONSIBLE FOR THE INFORMATION IN IT. THIS COURSE IS GRADED ON THE SATISFACTORY - FAIL BASIS WHICH IS EXPLAINED ON PAGE 13 OF THE CHART.

Instructors office hours are posted on the bulletin board by Room 56.

Library Instruction is divided into 4 units of library usage in which you must show minimal competency. In addition, you must complete a required journal report.

Unit A - Card Catalog

Unit B - Periodical literature and locations of publications and services

Unit C - Indexing and Abstracting Journals

Unit D - Reference Books

In this syllabus you will find:

I. A lecture and test schedule for the quarter.

II. Instructions concerning testing procedures, the one required journal report and the course grading.

III. A listing of the contents of each unit and how you can prepare to show competency in each unit.

I. See first page

II. You may prepare for the competency tests in any of the following ways or combination of ways.

1. By attending any or all of the 4 classroom lectures. Consult the schedule for the quarter.

2. By listening to the lectures on tapes available in Room 50 on the Ground Floor. You must have your ID card with you when you check out this equipment.

3. By reading the Library Instruction Manual, 9th edition (reading assignments are given with the unit contents schedule), by consulting the guides available at the Monitor Desk in the Rotunda, and by acquainting yourself with all locations and services in the library.

In conjunction with these 3 choices, there are worksheets available in the Instruction Office designed to give practice in using various library materials. These are for practice purposes only; they will not be graded but answer sheets will be available so you can check your work. These worksheets are to be used in the Library Instruction Laboratory, Room 55. Instructors are available in Room 56, Monday through Friday, 8-11:50 a.m. and 1-5 p.m. for help on any aspect of any unit. Please feel free to consult them.

Tests over the 4 units may be taken at any of the times stated on the schedule for the quarter. A maximum of 80 students may register for any testing hour. This will be done on a first-come, first-served basis. You may take 1 or 2 tests (but no more than 2 tests) during any testing hour.

Please follow these directions concerning testing.

1. A signup list for each testing period, regular class times and other testing hours, will be posted 1 week before the test time on the bulletin board in the Instruction Laboratory. State which unit(s) A,B, C, or D and which number of test 1st, 2nd, 3rd or 4th you are going to take. Identify yourself by name and section number.

   Note: If it becomes necessary to offer more testing periods than those listed on the schedule for the quarter, the sign-up lists will be posted as early as the need arises. It would be wise to check the bulletin board frequently.

2. YOU MUST SHOW YOUR STUDENT ID CARD TO THE TEST MONITOR AT ALL TEST TIMES AFTER THE 4th WEEK OF THE QUARTER.

3. A No. 2 pencil is required for the machine scoring of the tests. Also bring an eraser with you.

4. There are 32 questions on each test. The satisfactory score on all of the tests is 26.
5. Test scores will be posted on the bulletin board in the Instruction Laboratory as soon as possible, probably the day following the test periods. Your score will be posted by your social security number, not your name. If your social security number is not on the answer sheet, your test score will not be posted.

6. You will not be shown your test after you receive a score for a unit; if your score is not satisfactory, you must prepare again for all the items on that particular unit.

7. To successfully complete the course and receive an "S" grade, you must achieve a satisfactory score on each of the 4 units as well as an "S" grade on the journal report discussed on the next page. *

* You have four chances to pass each unit; however, you may take only one test over the same unit in any one day.

JOURNAL REPORT

(Read pp. 28-31 in the lab manual before doing this)

You are expected to complete a report sheet on an indexing or abstracting journal relative to your academic interest. The outline of this report will be given you when your section meets for the required journal report lecture. You are to consult the listings of suggested journals for your major posted on the bulletin board in the Instruction Laboratory and select a title for your report. Turn this report in through the assignment slot in the Laboratory as soon as you have completed it. Make sure your name and section number are on the report. The due date is one week after the Journal Report lecture. If you have questions about the journal you are reporting on, any of the instructors in Room 56 will help you.

A separate class list will be posted on the bulletin board in the hall for journal report grades, and the first posting of these grades will be on April 18.

If your grade on the April 18 posting of this journal report is U, see your instructor so that you can immediately correct your paper and get a satisfactory grade for it. The deadline for the removal of this U is May 14.

Journal reports bearing an S grade may be picked up from your instructor after April 18.

Remember, a satisfactory grade on this journal report and successful completion of all 4 units are necessary for an "S" grade. When you have completed the course an "S" grade will be posted on the same sheet as your journal report grade.

All sections of Library 160 are graded on the Satisfactory - Fail basis.

Below is a chart on which you are expected to keep track of your progress in the course.

	1	2	3	4
UNIT A				
UNIT B				
UNIT C				
UNIT D				
JOURNAL REPORT				

8

Monday	Tuesday	Wednesday	Thursday	Friday
Mar 10	Mar 11 INTRODUCTION →	Mar 12 →	Mar 13 →	Mar 14 →
Mar 17 INTRODUCTION	Mar 18 Instructor administer Test 1 over Units A & B →	Mar 19 →	Mar 20 →	Mar 21 →
Mar 24 Instructor administer Test 1 over Units A & E	Mar 25 Instructor lecture over Unit B-9,10,11 am Instr. lecture over Unit A 1 & 2 pm	Mar 26 Instructor lecture over Unit A-9,10, 11 am Instr. lecture over Unit B 1,2,& 3 pm	Mar 27 Any student may take tests over Units A & B 9, 10, 11 am 1 & 2 pm	Mar 28 EASTER VACATION
Mar 31 EASTER VACATION	Apr 1 JOURNAL REPORT LECTURE ATTENDANCE REQUIRED FOR ALL →	Apr 2 →	Apr 3 →	Apr 4 →
Apr 7 JOURNAL REPORT LECTURE ATTENDANCE REQUIRED FOR ALL	Apr 8 Instructor administer Test 1 over Units C & D → Tues. sections journal reports due	Apr 9 → Wed. sections journal reports due	Apr 10 → Thur. sections journal reports due	Apr 11 → Fri. sections journal repor due
Apr 14 Instructor administer Test 1 over Units C & D Monday sections Journal reports due	Apr 15 Instructor lec. Unit B-9,10,11 am 1 & 2 pm Any student may take any test 4 pm	Apr 16 Any student may take any test 9, 10, 11 am 1, 2, 3 pm	Apr 17 Instructor lec. Unit D-9,10,11am 1 & 2 pm Any student may take any test 4 pm	Apr 18 Any student may take any test-9,10,11am 1st POSTING OF JOURNAL REPORT GRADES
Apr 21 Instructor lecture Unit A ,10,11am 1,2,3pm Any student may Take any test 4 pm	Apr 22 Any student may take any test 9, 10, 11 am 1 & 2 pm	Apr 23 Any student may take any test 9, 10, 11 am Instructor lecture Unit B 1, 2, 3 pm	Apr 24 Any student may take any test 9, 10, 11 am Instructor lec. Unit B 1 & 2 pm	Apr 25 Instructor lec Unit B 9, 10, 11 am Any student ma take any test 1 pm
Apr 28 Instructor lecture Unit B , 10, 11 am Any student may take any test 1, 2, 3 pm	Apr 29 Instructor lec. Unit A 9, 10, 11 am Any student may take any test 1 & 2 pm	Apr 30 Any student may take any test 9, 10, 11 am Instructor lec. Unit D 1, 2, 3 pm	May 1 Any student may take any test 9, 10, 11 am VEISHEA PM	May 2 VEISHEA
May 5 Any student may Take any test , 10, 11 am Instructor lecture Unit D 1, 2, 3 pm	May 6 Instructor lec. Unit D 9, 10, 11 am Any student may take any test 1 & 2 pm	May 7 Instructor lec. Unit A 9, 10, 11 am Any student may take any test 1, 2, 3 pm	May 8 Any student may take any test 9, 10, 11 am Instructor lec. Unit A 1 & 2 pm	May 9 Instructor lec. Unit D 9, 10, 11 am Any student may take any test 1 pm
May 12 Any student may Take any test during regular class hours →	May 13 →	May 14 → LAST DAY TO REMOVE "U" FROM JOURNAL REPORT	May 15 → 095	May 16 → LAST DAY OF TESTING THIS QUARTER
May 19	May 20	May 21	May 22	May 23

BEST COPY

III. Contents of units

Library Instruction is divided into 4 units; the contents of each unit follow.

Unit A. Use of the card catalog

To prepare:

Do practice worksheet in Room 55.
Read Library Instruction Manual, 9th edition, pages 4 - 8, 14 - 27.
Use cassette tape and folder in Room 50.
Attend Unit A lecture - see schedule.

After you have completed the suggested readings, attended the appropriate lectures, or studied by other methods you should be able to:

I. Use the card catalog.

- a. Identify the elements of the Library of Congress classification system.
- b. State the purpose of guide cards and cross - reference cards.
- c. Locate cards in the catalog by single or corporate author, by title, and by subject.
- d. Interpret, judge, and use information on all kinds of cards listed in point c.
- e. Demonstrate the arrangement of cards in both the author-title section and the subject section.
- f. Identify the parts of a book, and know the uses of each part.
- g. Identify abbreviations commonly used in books and journals.

Unit B.

I. Recognition, evaluation, and location of periodical literature.

To prepare:
Do practice worksheet in Room 55.
Read Library Instruction Manual, 9th edition, pages 1-13.
Consult supplementary reading material in Room 50.
Attend Unit B lecture - see schedule.

After you have completed the suggested readings, attended the appropriate lectures or studied by other methods you should be able to:

a. Describe the nature of periodical literature.

b. Distinguish between a monograph and a periodical.

c. Evaluate the importance of periodical literature.

d. Know the characteristics and contents of journals in your discipline.

e. Recognize the vocabulary used in connection with periodicals.

f. Use all library aids for locating periodicals.

II. Locate publications and special services.

To prepare:
In addition to suggestions for I review pages 4-8 in the Instruction Manual.

a. Locate books using the card catalog, locations lists, circulation record print-out, and recall services.

b. Locate periodicals using the card catalog and serials print-out.

c. Identify and locate publications and microforms that are in special collections.

d. Demonstrate the progression of call numbers in the shelving procedure

e. Locate and identify services in special areas.

f. Know which publications circulate, where they are charged out and returned.

g. Know how to secure publications not held by this library.

Unit C

Use of indexing and abstracting journals

To prepare:

Do practice worksheet in Room 55.
Read Library Instruction Manual, 9th edition, pages 28-48
Use cassette tape and folder in Room 50.
Attend Unit C lecture - see schedule.

After you have completed the suggested readings, attended the appropriate lectures or studied by other methods you should be able to:

1. Define the purpose of indexing and abstracting journals.
2. Find and use the special listing of these journals.
3. Recognize the characteristics of indexing journals and describe what information indexing journals provide
4. Recognize the characteristics of abstracting journals and describe what information abstracting journals provide.
5. Locate and use at least 9 indexing and abstracting journals; some should be of a general nature, others should contain information you could use in your major field of study.
6. Identify each part of specific references in both kinds of journals.
7. Use cross references and abbreviations guides.
8. Determine whether specific references are available in this library.

Unit D

Use of reference books

To prepare:

Do practice worksheet in Room 55.
Read Library Instruction Manual, 9th edition, pages 49 - 67
Use cassette tape and folder in Room 50.
Attend Unit D lecture - see schedule.

After you have completed the suggested readings, attended the appropriate lectures or studied by other methods, you should be able to:

1. Define the purpose of reference books, exclusive of indexing and abstracting journals.
2. Locate these books and select those needed for your purposes.
3. Recognize the characteristics and describe what information the following kinds of books contain:
    - a. Reference books about books, magazines, and newspapers.
    - b. Yearbooks and fact finders.
    - c. Biographical reference books.
    - d. General literature reference books.
    - e. Dictionaries.
    - f. Encyclopedias.
    - g. Atlases.
4. Identify each part of specific references in books from each of the catagories in point 3.
5. Use all cross references and abbreviations guides.

Evaluation of library instruction

1. Number of sessions attended

   a) none b) one c) a few d) about half e) most

2. If you stopped coming, what was the reason?

   a) the meetings were irrelevant
   b) already knew the material covered
   c) disliked the form of presentation
   d) disliked the Librarian
   e) scheduling conflict
   f) other (please specify) ______________________________

3. How interested in the subject was the Librarian?

4. How well prepared was the Librarian for the class meetings?

   a) very poorly prepared b) poorly prepared c) borderline
   d) well prepared e) very well prepared

A list of the topics covered in each of the sessions is appended.

5. How well did you think the material was organized in each session? Did any session(s) stand out as particularly well or poorly organized?

6. How well did you think the material was presented in each session? Did any session(s) stand out as particularly well or poorly presented?

7. What is your opinion of the handout each week giving the titles and call numbers of the books to be described?

8. To what extent did you feel the Librarian's presentations covered sources that were either too basic or too esoteric?

9. Do you think there were too many sessions? Not enough?

10. Were there any entire sessions or parts of sessions you would like to see eliminated when this course is given again? If yes, please specify.

11. Were there any sessions you would like to see expanded in any way? If yes, please explain.

12. Did you feel that there were too many items covered in each session?

13. Please identify any topics that were not discussed which you wish had been covered.

14. Did you feel free to ask questions?
How well did the Librarian handle questions?

15. How effectively did the Librarian use examples and illustrative material?

a) very ineffectively b) ineffectively c) borderline
d) effectively e) very effectively

16. Did you feel a need for an example for all of the items covered? If not, what specific books or types of books do not need illustrative examples?

17. Do you think the sessions could have been structured in a more meaningful fashion (e.g., different size group, meeting place for class, videotape, workbook, bibliography to be compiled and submitted for constructive comments on methods, etc.)?

18. Has this course improved your research techniques? Please explain.

19. The overall quality of the course was ______________________.

20. At what point do you think library instruction is most appropriate (e.g., to first year graduate students, before prelims, at prospectus stage, etc.)?

21. Should instruction be offered at progressive levels of sophistication throughout the graduate program? If yes, can you suggest an efficient way of reaching students at each level?

22. Do you think this type of library course should be required of graduate students in your program? If yes, how would you like to see this organized (e.g., pass/fail, how many credits, what sort of term projects and/or exams would be most beneficial, in with a specific course, etc.)?

23. Comments:

April 1974

(Use versos as needed.)